

# ILLINOIS EDUCATION

Official Journal  
of the Illinois  
Education  
Association

February, 1972



The Decatur Story



—Photo courtesy of Chicago Convention and Tourism Bureau

**IEA**

# 118th Annual Meeting

*Conrad Hilton Hotel, Chicago, February 17 to 19, 1972*

## Wednesday, February 16

7:30 p.m. to 10 p.m. ... Registration and Information

## Thursday, February 17

8:30 a.m. to 5 p.m. ... Registration and Information

9:30 a.m. to 10:30 a.m. Open Hearings:  
and  
10:35 a.m. to 11:35 a.m. Budget  
Legislation  
Bylaws  
UniServ  
Curriculum and Instruction  
Teacher Education and  
Professional Standards  
Professional Negotiations  
NEA Con Con

9:30 a.m. to 11:35 a.m. Resolutions  
1 p.m. to 1:45 p.m. ... Human Relations  
11 a.m. to 11:30 a.m. ... Elections Committee  
2 p.m. ... Presentation of Candidates  
7 p.m. to 9:30 p.m. ... First Business Meeting

## Friday, February 18

7:15 a.m. ... Regions 38 and 39 Breakfast  
9 a.m. to 12 noon ... Second Business Meeting  
9 a.m. to 12 noon ... Registration  
2 p.m. to 5 p.m. ... Third Business Meeting  
6 p.m. ... IPACE Annual Meeting

## Saturday, February 19

7:15 a.m. ... Delta Kappa Gamma  
Breakfast  
8 a.m. to 9:30 a.m. ... Voting  
9:35 a.m. ... Fourth Business Meeting

Registration for the 1972 Annual Meeting of the Illinois Education Association will open officially at 8:30 a.m. Thursday, Feb. 17, although early registration will be from 7:30 to 10 p.m. on Wednesday. Registration will close at 12 noon on Friday, Feb. 18. All registration will be at the main desk in the third-floor lobby, for both delegates and nondelegates. Delegates and alternates must show proper credentials, including proof of membership.

All members of the association who have paid dues for the 1971-72 school year, or a part thereof, are entitled to attend the Representative Assembly, and will be given admission badges. Special seating will be provided, apart from the delegate section. Only official delegates will vote on business items or for candidates.

Open hearings will be held from 9:30 to 10:30 a.m. and from 10:35 to 11:35 a.m. on Thursday, for discussion of items to come before the assembly. Two sessions of hearings are provided so that an individual may attend hearings on two different subjects. Included will be budget, legislation, bylaws, UniServ, curriculum and instruction, teacher education and professional standards, and NEA Con Con. An open hearing on resolutions will be held from 9:30 to 11:35 a.m. The human relations open hearing will be from 1 to 1:45 p.m.

The first business meeting will be at 7 p.m. on Thursday, at which time State Supt. Michael Bakalis will give his first annual report to the IEA Representative Assembly on the "State of Education in Illinois." IEA Pres. Blanche Erst will present special awards. Candidates will be introduced.

Committee reports and adoption of the legislative platform will be at the second business meeting on Friday morning. Action on resolutions will begin at the third business meeting on Friday afternoon. Final action on bylaws amendments and the budget will take place on Saturday morning during the fourth and final business meeting. All business meetings will be in the Williford Room.





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OFFICIAL JOURNAL OF THE ILLINOIS EDUCATION ASSOCIATION

Vol. 60, No. 3

February 1972

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Published quarterly in September, November, February, and April by the Illinois Education Association. Editorial office and headquarters, 100 East Edwards Street, Springfield, Ill. 62704. Publication office, 12821 West Blue Mound Road, Brookfield, Wis. 53005. Second-class postage paid at Brookfield, Wis. Advertising rates sent on request. Subscription price, \$2 per year, 50¢ single copy. Payment of dues entitles IEA members to receive Illinois Education. Microfilm copies dating from September, 1947, are available to subscribers from University Microfilms, 300 North Zeeb Road, Ann Arbor, Mich. 48106.

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Our cover montage is the story of a crisis. It is the picture story of almost 800 courageous teachers in Decatur who stood firm in their commitment to quality education. The story in words is inside.

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# They depend on her.

## She can depend on us.



When the sun has gone to rest, she wonders about them. About the little guy who never responds. The girl who cries so easily. The mother who called about that grade. The kids are so young, so helpless, so dependent on her. It isn't easy being the dependable one. And so it is with us. For 26 years now we've done our best to provide the nation's educators with the best possible programs of financial security. We know the teachers depend on us for that. It is a responsibility we don't take lightly. It isn't easy being the dependable one. Horace Mann Educators . . . where the dependables get together.



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## TEACHERS IN NEW YORK BLAZE 'UNITY' TRAIL

Moving on three fronts, the New York State Teachers Association is blazing the trail in efforts to achieve "unity."

While the merger talks between NYSTA and the AFT's United Teachers of New York State continue, NYSTA is at the same time successfully affiliating auxiliary school personnel in several districts and a NYSTA-inspired coalition of all of the state's public employee organizations has started meeting to find the best ways to fight a threatened \$1,500,000,000 cut from state government funds and aid to local governments.

While more complex, the merger talks are proceeding satisfactorily. NYSTA-union talks in December brought forth a seven-point association proposal calling for both long- and short-range steps to teacher unity. Among the short-range proposals was a suggested "no-raid" pact to end jurisdictional bickering.

NYSTA officials are optimistic over the efforts at creating an official alliance with custodians, bus drivers, and all other allied auxiliary personnel. They attribute the new thrust to two trends: economic cutbacks which threaten auxiliary personnel and which thus threaten the quality of back-up services for teachers; and divide-and-con-

quer tactics by school boards that weaken both teacher and auxiliary personnel organizations.

## NUMBER OF TEACHER STRIKES GOES DOWN

The number of teacher strikes in the nation decreased to 130 during the 1970-71 school year, a 28.2 percent drop from the record 181 of the previous year, according to recently announced NEA statistics. This was the first decrease recorded in nine years. From a single strike in 1961-62, the annual figures rose to 2, 5, 12, 18, 34, 114, 131, and 181.

An estimated 90,000 teachers in public schools and public-supported two-year colleges in 17 states participated in the 1970-71 strike.

The NEA reported that 50 percent of the strikes were from one to five days, down from 64 percent the preceding year. At the same time, the percentage of strikes lasting six to 10 days rose from 17 percent in 1969-70 to 29 percent.

Michigan had 28 strikes (43 the previous year), Ohio had six (26 the previous year), and Illinois had 15 (down from 24 in 1969-70).

## BLACK ADMINISTRATOR SCORES LEGAL VICTORY

A black Alabama principal was ordered reinstated with back pay and benefits recently by the US Fifth Circuit court of appeals in New Orleans. The demotion of Charles Carter, which occurred in 1967 when his school was

YOU'RE STILL more likely to find a woman than a man in the classroom, but it's difficult to find a "she" in the superintendent's office. According to a recently published NEA Research Bulletin, women filled 67.2 percent of the nation's teaching positions in 1970-71, but held only 90 of 14,379 superintendent positions, or 0.6 percent. It was further noted that women account for only 15.3 percent of principals and 15 percent of assistant principals. In fact, 95.9 percent of all professional women employed in public school systems fall into just three occupational groups — teachers, nurses and librarians.



closed down under court-ordered integration, was successfully fought by a suit financed by NEA's DuShane Emergency Fund in cooperation with Mr. Carter's state association.

Overturning a lower court ruling, the appeals court agreed with the teacher's attorneys that Mr. Carter had been denied equal protection of the law under the Fourteenth Amendment when the school district filled all subsequent openings for principalships with whites.

The court also agreed that while Mr. Carter was first given more pay, his assignment to a position with less responsibility and status (a Head Start teacher) did constitute a demotion.

DuShane Fund attorneys called the ruling an "important victory" in NEA's continuing efforts for displaced black educators.

## PEKIN TEACHER WINS FAVORABLE RULING

A US court of appeals for the Seventh Circuit has reversed an adverse circuit court ruling on a suit filed by Ruth Shirck, a teacher of German in Pekin. With assistance from the IEA and NEA's DuShane Emergency Fund, Mrs. Shirck has been fighting her non-renewal, which dates back to 1969-70.

The school district told Mrs. Shirck that failure to coordinate her teaching with other teachers of German was the reason for the nonrenewal. However, the appeals court agreed with the teacher's attorneys that there was a question as to whether she was offered a hearing at which she could support her position.

The decision follows a recent Seventh Circuit ruling upholding a teacher's right to a hearing as well as a statement of reasons in a nonrenewal situation.

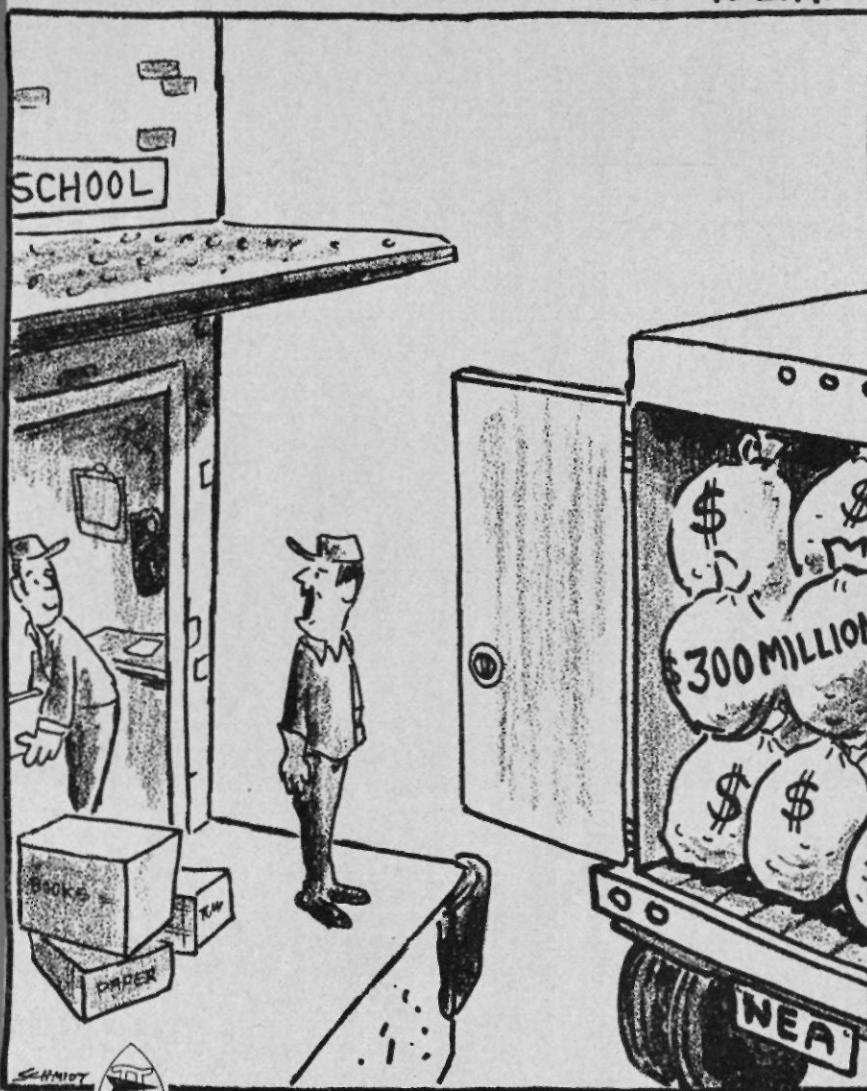
Mrs. Shirck's case was referred back to the lower court for determination of the remaining reinstatement and back pay issues.

## IPACE FUND-RAISING TO START WITH DINNER

A \$50-a-plate dinner will be held on Feb. 18 to kick off a massive fund-raising campaign by IPACE (Illinois Political Action Committee for Education).

Democratic Sen. Mike Mansfield, US Senate majority leader, has been tentatively scheduled as the featured speaker at the dinner, which is expected to draw hundreds of educators, Illinois political figures, and community and business leaders who are friends of education. The dinner coincides with IEA's Annual Meeting Feb. 17 to 19 and will be held at the same location, the Conrad Hilton Hotel in Chicago.

## ANOTHER DELIVERY FROM THE N.E.A.



"RUN UPSTAIRS AND TELL THE TEACHERS THAT THEIR RETROACTIVE PAY IS HERE!"

IPACE's initial fund-raising effort, which will continue throughout the spring, is aimed at building a potent warchest of political contributions to help elect candidates who are true friends of education.

The stockpiling of contributions is based on the political "fact of life" that elected officials always remember who really helped put them in office better than they remember campaign promises. All IEA local association presidents and regional council chairmen will receive further information and details regarding the Feb. 18 dinner by mail.

## NEA MIDWEST REGION GRIP CONFERENCE SET

The NEA Midwest Region conference of the Grass Roots Involvement Project (GRIP) will be held Feb. 24 to

26 at the Marriott Motor Hotel near Chicago's O'Hare Field. Illinois is hosting the three-day meeting, which is expected to draw thousands of teachers from Kentucky, Indiana, Ohio, and Michigan, as well as from Illinois.

Among the topics for workshop and discussion sessions are political action, environmental education, curriculum and instruction, NEA Con Con, human relations, and auxiliary personnel. Local association presidents will be sent details and reservation information.

Members of the GRIP conference steering committee include Sally Rouse, chairman of IEA Regional Council 20; Lee Betterman, chairman of IEA Regional Council 13; Tom Brown, chairman of IEA Regional Council 12; Fred Kunz, president of the Illinois Association of Classroom Teachers; and Mel Swiedarke, NEA director from Illinois.





—Photos by J. J. Maurer, Decatur

# The Decatur Story

By LARRY MILLER

*Much has been written and said, both locally and nationally, about the 14-day teachers strike in Decatur during September, 1971. Little of the rhetoric was objective. Few reports presented the case for the teachers who were involved.*

*How do teachers feel about staying away from their classrooms? In that moment of decision, what is their commitment? What motivates their choice? What about their dedication to students? How do the Decatur teachers feel now about their action? Here is their story. It was written for them by an IEA staff member who spent more than 60 days in Decatur.*

*As the IEA field public relations assistant for the central Illinois area, Larry Miller worked with the teachers both before and during the crisis. He has interviewed DEA members and others involved, and checked extensively the facts presented here.*

*Mr. Miller grew up in central Illinois. He is familiar with the Decatur area, and knows something of the feelings and attitudes of people in that conservative, essentially rural part of the state.*

*Mr. Miller has accepted a public relations position with the National Education Association, working in five states, including Illinois.*

THE SOYBEAN CAPITAL of the world squats on black rich central Illinois earth, a curtain of processed grain residue polluting the air in three eight-hour shifts.

The town is Decatur. The people are the silent majority.

Decatur is conservative, overwhelmingly white, overwhelmingly Christian. The basketball team has three times won the state championship. A standard setting: a life cycle reminiscent of the American Gothic.

But last fall the Decatur version of the American dream withered.

More than 80 percent of Decatur's teachers withheld their services from the school system for 14 days in protest of a maverick school board's concerted attempts to destroy a teacher association; its leaders; and, if need be, the school system.

Most of these teachers, whose courage and commitment were tested again and again by board attacks on their teaching careers, had spent their lives in Decatur and were, in fact, peer leaders of the town's silent majority. More than that, they were established and respected in the Decatur school system. They had job secur-



ity, social esteem, and the normal human aversion to getting involved in "trouble."

Yet these same teachers—all members of the Decatur Education Association, the Illinois Education Association, and the National Education Association—forced a confrontation with a right-wing school board which had pledged to "break the association."

"But the issue wasn't just breaking the association," said DEA Pres. Vern Thistlethwaite, who was born, reared, and educated, and has taught 12 years, in Decatur. "The issue was basic: should a group of professional educators with a commitment to quality education and high professional standards allow an irresponsible and authoritarian school board to do irreparable damage to the school system?"

Mr. Thistlethwaite—a narrow-tied, intense, dedicated teacher with a crew-cut superimposed on a balding head—became a strong teacher leader this year. "Our teachers watched this attack unfold throughout the spring and summer negotiations," Mr. Thistlethwaite said. "The board failed to negotiate meaningfully and manufactured slick public relations explanations to the public about the teachers."

"Finally," he said, "when the crunch came in August and the board was taking positions which the teachers felt jeopardized the educational future of Decatur school children, we were forced to act."

What happened to those 763 teachers who refused to participate in counter-productive education is more than a story of an association's struggle for teacher rights and quality education: it is a portrayal of people finding, through their commitment and their anger and their actions, the existential "courage to be."

For those teachers, it was a new awakening as their common agonies dramatically opened new vistas of personal growth.

For the board of education, it was an exercise in raw power. Isolated from community leadership and buffeted by community support of the teachers, the board found itself ideologically locked in and finally, in a frustrating and ugly human moment, had to defy the highest elected school official in the state to induce its own teachers to go into its own schools.

And for 14 first-year teachers, unprotected by tenure, who put their teaching careers on the line to fight for something in which they believed, it was a Kafkaesque novel.

This is the story of the 763 committed teachers, the right-wing school board, and the Decatur 14.

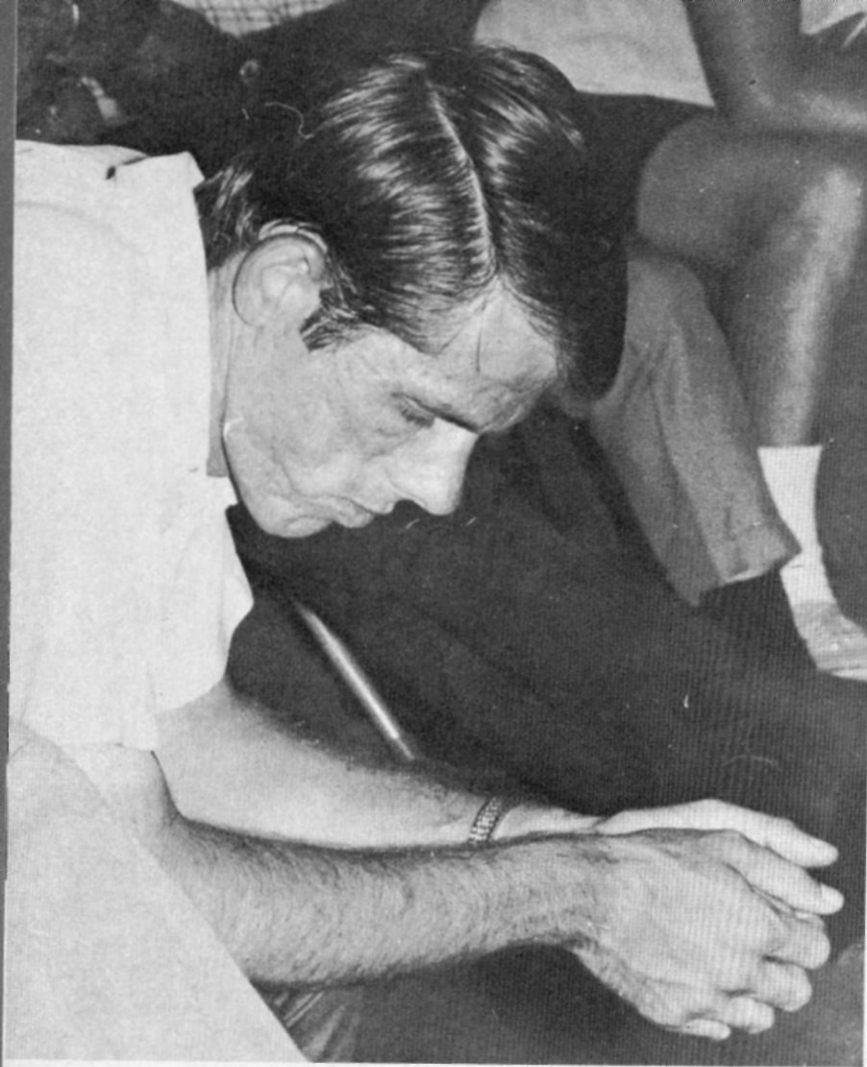
During the past two school board elections in Decatur, the dominant campaign theme has been black-white integration. Decatur's black population composes slightly more than 10 percent of the town's 100,000. As in most northern cities, ghettos have developed. For a variety of reasons, many Decatur whites reacted adversely to the prospects of sending their children to school with blacks. This brand of northern racism is ugly, destructive, and no stranger to any community.

Basic tenets of Christianity are forgotten and both blacks and whites suffer.

Using code words and code phrases long associated with northern white racism, a cadre of anti-black candidates began to seek election to the Decatur school board. The leader was John Fick, a toupee-sporting shadowy figure who has flirted with right-wing political groups for several years in Massachusetts and finally in Illinois. Born in Chicago, victim of a broken home and forced by poverty to live in a Chicago ghetto,

MASS TEACHER MEETINGS were held daily during the crisis, at the Macon County Fairgrounds in a building dubbed the "Cow Palace" by teachers. DEA Pres. Vern Thistlethwaite addresses the 763 teachers who withheld their services.





It was a time of decision for Decatur teachers.

John Fick grew up bitter. His bitterness provided a focus for the discontent over integration in Decatur. Within two elections, the anti-blacks had won a majority on the school board and John Fick became the board president. His working margin was usually at least five votes to two, with all his support coming from anti-integration board members.

Fick's rise to power was solidified after the April, 1971, school board elections in Decatur. That's when the real negotiating difficulties began. Fick, firmly associated with the USA party in Decatur, a semi-John Birch group, was strongly against labor unions. He consistently characterized the Decatur Education Association, which had a membership of more than 880 teachers, as a "labor union" interested only in lining teachers' pockets and robbing the school treasury. He continued to cling steadfastly to his misunderstanding.

During the spring and summer of 1971, the board of education negotiators had repeatedly refused to budge from the opening negotiating positions of the board, which was designed to strip teachers of rights exercised for years without major problems. This position called for no limits in class size, unlimited transfer, no griev-

ance procedure, no improvement of the antiquated school buildings, and no innovations in curriculum.

In addition, the teachers would lose their salary index for which they had struck in 1966. "Divide and conquer" was the way DEA Chief Negotiator Robert Freidank described the board philosophy.

The teachers in late June declared impasse.

More than six weeks later, the board agreed on a mediator, Joel Seidman of the University of Chicago, who finally was forced to admit that he "saw no movement in the school board and must issue a fact-finder's report aimed at reaching a settlement." He attempted to do that with a report that gave the board almost every substantial point. But the board would not budge.

"They had to have it all," Mr. Freidank said. "They were so messed up psychologically they felt they had to win every point."

The board did make several movements throughout the fact-finding report and early negotiations, but the major moves were merely to nudge up the salary schedule—feeling that the teachers were interested only in money.

To the teachers, however, the chief issue was not money. Mindful of the number of times that a board member had bent or broken the master contract, the teachers wanted a workable grievance process.

"We wanted a fair and honest accounting," negotiator and former president Dorothy Morris said. "We didn't want the board to be arbitrarily capable of harassing or intimidating our teachers."

Dr. Seidman's report was presented at the board meeting of Aug. 24, the day before school was scheduled to start. The board postponed consideration for 24 hours, ordering the teachers to go to school without a contract, which had expired Aug. 15.

That night, in a teacher general assembly, the Decatur teachers discussed the board's attitude and reached the conclusion that "the board of education is determined to take educationally counter-productive steps which jeopardize the school system and the future of Decatur school children." The vote to withdraw services was carried by nearly a four-to-one margin.

At 6 a.m. the next day, the teachers assembled in a large Decatur park. The meeting was businesslike and crisp. Picket instructions were given building by building. Tenured or untenured, conservative or liberal, man or woman, young or old, black or white—the Decatur teachers were together. No amount of propaganda could have pulled such a diverse and educated group into this unprecedented type of commitment unless the people believed, each from his own perspective, that this confrontation was necessary.

Later, John Fick's school board voted to give the teachers no more money, but to return the index. No movement was made on class size, special education programs, grievance proce-



ture, transfer policy, and the bargaining rights of administrators.

The board was surprised and disappointed when the teachers unanimously turned down the board offer. "They really thought they could buy us off," Mr. Freidank said. "Were they surprised when we said no!"

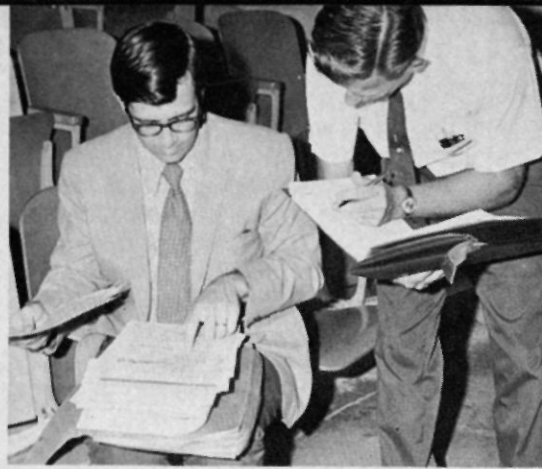
The board looked around, groping for another explanation of this unprecedented and unbusinesslike behavior. They found a devil.

"The National Education Association, the Illinois Education Association, and the Decatur Education Association staff are duping our teachers into holding this illegal strike," Fick told the community and the teachers. "The teachers are good people, it's only the NEA-IEA-DEA combine."

That day, at a mass membership meeting at the Macon County Fairgrounds, the teachers gave a roaring standing ovation to the NEA, IEA, and DEA staff.

"We invited these people in to help us be a united teaching profession and to be effective in our negotiations and our public relations," DEA Pres. Vern Thistlethwaite said. "The school board hires its attorneys and its negotiators and its public relations people; we have the same

PRESIDENT THISTLETHWAITE joins other members of the DEA on the picket lines during the 14-day Decatur strike.



DEA FACTFINDER Sen. Terry Bruce, seated, checks notes with Winston Lacey, negotiator for the DEA.

right to have trained experts aiding us. We're professional teachers. By joining together, we have access to these experts."

One of the chief professionals was Gene Preston, a skilled and sensitive NEA negotiator who heads the NEA Midwest Regional Office.

"Mr. Preston helped us put it all together," one young teacher said. "His calmness and ability to generate trust gave the diverse a common meeting ground, while his experience and creative insights kept us on the right path."

More than a dozen IEA staffers served as Mr. Preston's lieutenants, coordinating the public releases, picket instructions, workshops, and negotiations efforts.

The lesson in government—Decatur style—came through the board's lawyer Jack Taylor and his father, the locally infamous Skinny Taylor, long-time political county chairman who has been responsible for slating judges, who are elected unopposed to the Macon County circuit court.

The first lesson began when the board was able to open only three schools out of the 38 in the district. (One was staffed mostly by the Illinois Federation of Teachers unit in Decatur. This tiny, 20-member Decatur Federation of Teachers crossed the picket lines every day, helped recruit "scabs," and gave the school board public relations support.)

After a group of pro-teacher parents filed suit successfully against the board of education claiming their children were being denied equal educational opportunity, an injunction was issued against the board and the schools were closed.

But Jack and Skinny Taylor went to work and three days later a new judge was found and the decisions went against the teachers. Even the teacher attorneys were stunned when the new judge, who was supposedly assigned to the case at 9 a.m. for hearing at 10 a.m., called an end to the testimony at 11 a.m. and produced a type-written opinion which he proceeded to read as his own. The IEA attorney was flabbergasted. "He'd already written his opinion," he said. "I've never seen anything like it."

The teachers on the picket lines learned a



more pleasant lesson. Parents came out and began joining the picket lines. Several teachers held signs saying: "If you agree with us, honk your car horns." The result was a constant din. Parents began showing up on the picket lines with coffee and sandwiches. At several mass rallies, crowds of up to 3000 people showed up in inclement weather to express support of the teachers.

During the first week of crisis, the school board filed suits seeking declaratory judgments against 38 teachers, one from each building. This was a prelude to firing the teachers.

Invited to the Macon County Fairgrounds by the teachers for their daily membership meeting, the Macon County sheriff, Ray REXX, received a

standing ovation from the teachers; and, while the band played "Battle Hymn of the Republic," the sheriff called the names of the 38. One by one they came to the stage to proudly accept their summons.

"Congratulations," the sheriff told each one. "You're standing up for what you believe. I'm sure sorry to have to do this. Keep up the good work."

Editorials in the local newspaper called for a settlement, urging the board to allow binding arbitration. Television and radio polls showed strong support for the teachers.

The school board's reaction was to stiffen. The new board positions included docking of pay, no amnesty for first-year teachers, and no promise not to harass teacher leaders in the schools.

Meanwhile, the teachers were spending their time on a variety of projects. Every teacher spent part of the day on the picket lines. Most participated in large-scale canvassing of the community. Literature was distributed on a house-to-house basis. Curriculum and teaching improvement workshops were held every day. Glenna Apsley, a journalism teacher, produced a daily teacher newspaper called *GLUE*—"the paper for teachers who stick together." Research teams helped the negotiators by compiling relevant information.

Still the struggle went on. The teachers were frustrated. Daily reports from fellow teachers who were on the negotiating committee revealed the lack of progress. The board would not budge. The teachers were angry.

Many were angry because of public relations trickery. The board, through its PR man, Chuck Skibbens, was issuing releases continually charging the teachers with being tricked and duped by their leaders. Mr. Skibbens, during a time of moderate hope in negotiations, had brought a new board proposal to the teacher leaders just prior to a membership meeting. Clad only in swimming trunks, he brought the proposal to Dorothy Morris, while dripping water all over the meeting room.

The next day the board charged the teacher leaders were refusing to allow the teachers to vote on that same proposal. That vote came at the first full meeting after the proposal had been studied by the teachers and, since no new movement except money had been made by the board, was defeated by an eight-to-one margin.

Mr. Fick, at the invitation of teacher leaders, came to the teacher membership meeting. Not only did the board president refuse to honor his promise to let Mr. Thistlethwaite talk to the board in return, but Mr. Fick told the teachers he and only he "stood between the teachers and the dark forces of the community." He continued: "The board is to the teachers what the teachers are to the students."

Mr. Fick told of a black mother who wanted to interfere in the classroom and warned again against these "dark forces in Decatur who



ALL-TEACHER BAND played for all group functions during the crisis, and volunteers manned the phones at DEA headquarters to keep parents and teachers informed of up-to-the-minute changes in the situation.



threaten law and order." He stood up front, his arms wrapped solidly around his body, and warned the teachers to accept the "protection of the school board." The teachers were angry and disgusted.

But the most anger of all was directed at the board for firing 14 nontenured teachers who had refused to abandon their fellow teachers in the three-weeks, 14-school-days struggle.

Of approximately 100 nontenured teachers who had initially stood with the Decatur Education Association, only 14 could survive a board campaign of intimidation. By this self-selection process, these 14 teachers, four of whom are black, proved their commitment to education.

"We didn't want to lose our jobs," said one of the 14, Glenna Apsley, "but we felt our commitment to education and to other teachers demanded we continue to withhold services."

The mood of the teachers was frustration and anger. The board would not budge.

Finally, Illinois Superintendent of Public Instruction Michael Bakalis stepped in. He ordered mediation which continued for five days until, angered by the board's stance, he imposed a settlement. The imposed settlement did not contain everything the teachers wanted—not by a long shot. But it did represent a fair and reasonable attempt to end a prolonged and increasingly bitter confrontation. In the interests of the community and the school system, the teachers voted to accept the Bakalis settlement. The school board refused.

Now the Decatur school board is in the unique position of being the only school board in the history of the United States to stand against a state superintendent of public instruction and a unified teacher association.

On the day after the Bakalis settlement was imposed, the teachers returned to school ready to face another school year.

But the confrontation was not over yet.

Fourteen first-year teachers were turned away from the schools and ordered to report to the personnel office.

"When we get a settlement from the teachers on our terms," Personnel Director Melvin R. Mathews said, "you may reapply for your jobs. That doesn't mean you'll get them, but you may reapply."

The 14 still are not teaching in Decatur. They are hostages. Their salaries are being paid by the Illinois Education Association and the Decatur Education Association. They spend their days on special education projects for the association or do public relations work on behalf of teachers. Their days are often filled with frustration and anxiety. The efforts to get back their jobs continue.

Mrs. Morris, an outstanding civic leader and a former DEA president who opposed John Fick's election, was ordered to undergo the humiliation of a psychiatric examination. The board refused to give a reason. The board ordered teachers to return signed individual contracts and subtly

threatened mass firings if teachers refused. In both instances, a federal court granted injunctions restraining the board.

The DEA, using IEA lawyers furnished at the request of the Decatur teachers, went to court seeking injunctions against the board of education to end the harassment. But the legal process takes time.

The Bakalis settlement continues to wind its way through the courts. Dr. Bakalis, who insisted the school board rehire the 14, has pledged to make the settlement valid. The teachers believe him.

The strength of the teacher commitment was forged during 14 school days of crisis, when every day each teacher asked himself the question: "Should I go to school today?"

And each day, for the 763 teachers, the answer was: "No, my conscience and my commitment demand that I stand up for what I believe. The best way I can help this year's students and the next generation of students is by refusing to abandon my professional standards."

That refusal, fueled by a school board twisted by ideology and racism, has brought new meaning and depth to the lives of the brave Decatur teachers.

"We went in scared like children," Mr. Thistlethwaite said, "and we came out men and women."

"Teachers did not lose in Decatur," he insisted. "The board wanted to destroy all efforts of teachers to act collectively. Teachers won by sticking together and refusing to be bullied. We are better people and stronger teachers because we stood tall for valid professional principles."

"Our association is more determined than ever and bodes well, eventually, for the Decatur school system."

"We are together."



THE DECATUR STORY is unfinished. The 14 are still fired. Decatur teachers are still teaching without a contract. But the school buses run. School goes on. But not as usual.



# 'Save the 14' Dinner

In an unprecedented fund-raising drive, the Illinois Education Association, together with the Decatur Education Association and the National Education Association, sponsored a \$100-a-plate dinner on Jan. 15 for educators and supporters. The money will be used to pay salaries of the Decatur 14, nontenured teachers who were fired by the school board for participating in the DEA's 14-day strike last fall. The goal of \$40,000 was assured as contributions came in from France, Canada, 25 states, and more than 250 Illinois communities.

A cocktail hour preceded and a reception followed the dinner, where a full roster of educational leaders addressed the capacity crowd, a black choir sang in tribute to the late Dr. Martin Luther King, Jr., and the 14 were introduced.

**"As your struggle marched from the schoolroom into the street, so must your concern encompass more than the hours and wages and procedures and methods of your profession. So it has been with labor; so it has been with black people; so it must be for you. You set a standard of aggressiveness and an example of high-mindedness that is being watched throughout the nation. Your highs and lows, your small defeats and eventual great victory, will give added impetus across America, not just to teachers but to countless thousands of others who could choose to lead fairly comfortable, nine-to-five lives, but who, made uneasy by your commitment, will concern themselves with the oppressed, the dispossessed, the unrepresented who need voices raised like yours to speak for them.**

**"They, and you, together can begin the building process. They and you together can begin everywhere, as you have here, to bring together brother and sister, workman and work-less man, parent and child in a coalition of people in need of relief and issues in need of resolution. They and you together, here in Decatur and the other Decaturs around the world—North and South, big and small—must continue to speak and march and vote and raise funds for this and every other issue that strikes a chord in the hearts of free men."**

**—Julian Bond, Member, Georgia House of Representatives**

**"It is a myth that professionalism is synonymous with lack of controversy. For years teachers have been looking for an advocate, a protector, and we have found one—ourselves."**

**—Gary Watts, Director of Field Services, NEA**

WITH TELEVISION CAMERAS turning and flash bulbs popping, Georgia legislator Julian Bond, at right, addressed a capacity crowd of 688 at Decatur's Masonic Temple despite below-zero temperatures and the \$100-a-plate contribution for the 14.

**"Your actions as educators and as the conscience of your community are indicative of the highest forms of leadership. Quality education can not be a reality in a community which does not have teachers with your moral and professional standards."**

**—John Lindsay, Mayor, New York City**

**"Our hope has been that this wrecked year in our careers may somehow help to increase educational concern and cause educational success in this community and state. We are happy to be a cause. We salute you all as the new breed in education."**

**—Glenna Apsley, Member of the Decatur 14**

**"Building representatives and officers of the Hammond Teachers Association have collected money in support of your plight because they themselves have experienced the same type of discrimination. . . . They know only too well that 'sticking together' is the only answer if quality education is to survive in the United States."**

**—Hammond Teachers Association, Hammond, Ind.**

**"Congratulations to the teachers of Decatur on their courageous and unified stand in support of sound educational principles."**

**—Hubert H. Humphrey, US Senator, Minn.**

**"So long as the Decatur school board refuses to acknowledge the fact that teachers will work together to improve education, the Decatur teachers will not stand aside. They will organize for collective action."**

**—Vern Thistlethwaite, President, DEA**

**"The teachers in Decatur, in Reece, in Flint, in Buffalo, make it possible for every one of us when we go into our classrooms on Monday morning, to say 'Proudly do I teach.'"**

**—Helen Wise, President-Elect, National Council of State Education Association**







—NEA photos

*Will the Bakalis rules mean for all children an*

*Equal*

# *Educational Opportunity?*

By **FRANCINE RICHARD**, IEA Director of Publications

A MAJOR ADMINISTRATIVE STEP was taken on Nov. 22, 1971, to provide equal educational opportunity for every school child in Illinois. On that date, State Supt. Michael J. Bakalis filed rules with the Illinois Secretary of State establishing requirements and procedures for school districts to eliminate and prevent racial segregation in Illinois schools. In so doing, Dr. Bakalis committed the Office of the Superintendent of Public Instruction to the enforcement of those rules and to the elimination of racial segregation.

Dr. Bakalis' action begins official movement toward goals long held by the Illinois Education Association and the National Education Association. Resolutions calling for steps to provide equal education for all children have long been part of the programs of both the IEA and NEA, and continue to be reinforced at each state and national Representative Assembly.

The state superintendent said his action was necessary because Illinois schools are the most segregated in the Midwest and possibly even in the country, according to statistics released by the US Office of Education in 1971. Equal educational opportunity was named the number one priority in this state in September, 1971, by educators, parents, and students attending a statewide conference on educational goals and priorities.

The Illinois Education Association immediately hailed the state plan as a significant step toward quality education for all, and offered full

support in helping to publicize and implement the Bakalis guidelines.

What will these rules really mean for children, and for teachers, in Illinois? They offer educators both the opportunity and the responsibility to make a meaningful commitment to equal education for children, improved working conditions for teachers, and better human relations for every community in the state.

Full understanding of the deadlines, steps, and requirements of the Bakalis plan, and of the potential roles of teachers and local education associations, are essential. The resulting benefits for children, teachers, and communities can be so great that educators and education associations must not fail to grasp the opportunities to be instrumental in obtaining them.

## **Reports Due From Every District**

Under the adopted plan, every school district must provide the Office of the Superintendent of Public Instruction with both a statistical and a descriptive report. The statistical report was due within 30 days after the effective date of the rules, which was Jan. 2, 1972. It will be due on Oct. 15 in succeeding years. This report must include the racial count of all pupils in each attendance center in the district; the racial count of the student body of each center, together with grades, special classes, programs, and courses offered; and the racial count of all certificated and noncertificated personnel, together with the attendance center assignment of each one.

The rules term as racially segregated any school whose proportion of white, black, Spanish-speaking, American Indian, and Oriental pupils or administrative, faculty, and staff personnel, fails to reflect, within 15 percent, the ratio of such pupils and personnel in the district as a whole at the grade levels maintained in that school.

The descriptive report was also due 30 days



after the effective date, but may not be required of every district in succeeding years. This report must describe specifically the actions taken or proposed by the district to achieve desegregation.

Based on the reports, OSPI will determine the status of each district, and whether or not it is in compliance with the integration rules. A district determined to be in noncompliance is then required to develop an effective desegregation plan, and submit it to OSPI within 90 days. The rules embody a degree of flexibility which will allow a local school district to put together a plan which will best improve the educational climate of that district.

Local associations should be alert not only to the deadlines and content of the reports, but also to the opportunities for involvement in developing local policy statements and plans.

#### **Strong Policy Statement Needed**

For every school district required to develop a desegregation plan, OSPI requires that a school board policy be included in the plan. The importance of a strong, positive statement is emphasized. The policy statement "must declare the intent to desegregate" and "stress the inevitability of desegregation, based on the evidence that racial segregation exists within the school district and that there then is a need to improve the quality of education for all students in the district." It should also "stress the importance of

broad-based community involvement in all aspects of planning, and a firm commitment to seek such involvement."

Local associations should also adopt strong resolutions indicating their support of the philosophy of desegregation and of quality education. An association resolution can be publicly announced at the same time as or immediately following the announcement of the board resolution. If a board of education is slow to prepare a resolution, or to publicize it, the local association can make its own announcement, thus adding public and professional pressure for board action.

The Bakalis guidelines suggest making the board policy known "at an open meeting of the school community," making copies of it available to "all interested persons," giving it "full coverage in the local press," and providing it with "wide circulation in the community."

The local association resolution should be given equally broad publicity and distribution. Special community meetings, press releases, and personal distribution should be provided for within the full resources of the association.

#### **Committee Must Represent Minorities**

If a school district does not have an advisory committee broadly representative of the larger school community, the rules require that one be established. The guidelines state that the committee "must be representative of the entire community which the system serves," and that "Where possible, every attempt must be made to include proportional minority representation, community leaders, students, teachers, parents, church groups, civil rights leaders, business leaders, union representatives, educational groups, and members of neighborhood groups, as well as administrative and supportive staff."

The local association must ensure that such representation is actual and active, and that this is not just a paper committee. The association should have its own representative on the committee, and not rely on the administration to name someone from the general faculty to "represent teachers." The local IEA unit should also insist that minority groups and civil rights groups have proper representation, even if it means that the association take positive steps to see that representatives are searched out and encouraged to serve in a meaningful way on the committee.

This is a most appropriate place for the local association's human relations committee to involve itself. If one is not presently operating, an association would do well to consider forming one. Such a committee can provide help in the search for representatives, but in an even larger sense, it can work within the community to sell the idea of desegregation and to create a climate of acceptance.

The Bakalis guidelines state that the community "can be delegated as much power as the school authority and the superintendent wish;



however, it must be involved in planning. The committee must be granted sufficient power to achieve the assigned tasks. In addition, the school authority and the staff must be ready to render the committee assistance, not interference, once its tasks are assigned and work begins."

The association representative, particularly, and the entire association when necessary, must use every resource of the association and make every effort to assist the committee wherever and whenever possible.

Association representatives could plan to meet informally with representatives of local power groups, for breakfast or lunch or over coffee, to discuss the desegregation plans and what would be needed from the community. The association might plan a workshop for laymen, or assist a local human relations commission in conducting one. Members of the local unit might conduct or help to make attitudinal surveys of school patrons and to solicit active support for the plan. The association's capacity can be as an informal sounding board for the committee, keeping in touch with community sentiment and as accurately as possible making those feelings known to the committee.

#### Plan Development and Alternatives

The desegregation plan developed by a school district, with the assistance of the citizens com-



mittee, should be one which fits the unique needs of that school system. Detailed information about the school and community should be made available to the committee, using statistics in the reports and other sources. The plan reported to OSPI must include a detailed description of the specific actions to be taken to correct each deficiency, the intended effect of each action, and a timetable showing dates of initial implementation and completion.

The Bakalis rules state: "Plans that are based upon parent-pupil choices, or are otherwise voluntary or optional, shall constitute compliance . . . only to the extent that they actually eliminate and prevent racial segregation in schools because of color, race, or nationality."

There are a number of potential alternatives for desegregation which the guidelines suggest to districts. Any one or a combination of several, or an entirely different approach, may be used by a district to shape a plan which must "maximize educational opportunities, within the financial limitations of the school district." The guidelines further state that each of the suggestions "have physical, fiscal, and educational implications. Some alternatives may be better for the short run, others, for the long run, but educational advantages should be considered as well as physical and fiscal restraints."

Alternatives listed are as follows.

*School pairings and groupings:* to merge two or more schools located close to each other, with continuous attendance zones, and serving the same grades. Children in some grades would be assigned to one school, and the remaining grades to another.

*Grade reorganization:* to constitute, for example, primary schools K-3, middle schools 4-6, junior-high school 7-9, and high school 10-12, or any other grade combination.

*Alteration of school and district attendance zones and boundaries:* to utilize site selection procedures, for example, to place new schools in between segregated neighborhoods, or to create new attendance zones for existing schools.

*Pupil reassignments and optional transfers consistent with legal requirements:* to relieve racial segregation by transporting children from their former attendance areas to schools in other parts of the city; possibly not all children being reassigned would need transportation. In regard to busing, the guidelines point out, it has not been shown to have any adverse effect on achievement, and National Safety Council figures show that children are safer riding buses than when walking to school. Children are being bused throughout the state for a variety of reasons, unrelated to desegregation. However, busing is not required in all desegregation plans, and some plans have even reduced the total number of students bused.

*Establishment of educational parks and plazas:* to locate several schools on one large campus to serve all students in the district. This concept also has more potential for offering innovative and specialized facilities, although major construction is normally involved initially.

*Rearrangements of school feeder patterns from elementary to junior-high to high school.*

*Voluntary metropolitan or inter-district cooperative plan:* desegregation with cooperation between suburban and central city school systems or other contiguous school districts.

*Centralized schools:* to utilize in small communities a central facility for several grades



serving the entire district. In communities with a larger number of schools, central schools can be established by making the whole district a single attendance zone for all students in one or two grades. When a central school is created, the attendance areas for the remaining schools can be enlarged.

*Specialized or magnet schools:* to develop or maintain a program of such high quality in a school that students of all racial backgrounds will be attracted to it regardless of its location.

*Open enrollment:* to offer students the opportunity to transfer to an underutilized school outside of their attendance area. This plan, generally used by minority-group students, is limited by space available in the predominantly white schools.

*School closing:* to enlarge attendance areas by closing a school and dispersing its students among the remaining schools. Other uses could be made of the closed facility.

*New school site selection:* to choose new especially desirable sites considering the location of students, transportation terminals, parks, museums, or industries which can provide students with part-time work or where young children's parents are employed.

Selection of a plan or combination of plans should be done after mapping the distribution of racial groups throughout the district and studying the survey data for each school.

#### **Desegregated School Staff**

"The importance of having the composition and assignment of school personnel reflect the broad racial composition of society is essential, especially if a school system is to be desegregated in fact," states the guidelines, and "the desegregation plan requires a school system to be specific about assignment, reassignment, recruiting, and hiring of school personnel."



Teachers and local associations should be aware of this requirement, and of the potential reassignment of staff. Local association negotiators should ensure that agreements are adopted which protect all teachers' rights, in harmony with the full intent of the desegregation plan.

According to the guidelines, school administrators should "assign staff positions of importance to both white and minority-group members. Members of minority groups should be encouraged to seek advancement and subsequently considered for promotion on an equal basis. No employee's salary should be reduced as a result of the implementation of a desegregation plan. The district should assign teachers, substitute teachers, and administrative staff in such a way that each school has a staff that is well balanced with respect to education, experience, special qualifications, and motivation, as well as being racially integrated."

Recruitment and hiring procedures must also reflect positive desegregation policies, and should be free of any factors which might discriminate against minority candidates. "The district should make it common knowledge that it is an equal opportunity employer and should make affirmative efforts to see that proper housing and social acceptance are available to minority staff members."

Local associations should negotiate contracts which guarantee that such recruitment and hiring procedures are followed. PN agreements should be specific in regard to promotion policies that guarantee the opportunity for upward mobility of minority-group teachers as well as all members of the staff.

Desegregation, especially during the first year, will require effort on the part of teachers to create an atmosphere which will help both students and staff feel "at home" in a new school or a new situation for them. Teachers should be particularly alert to opportunities, in extracurricular activities as well as instructional and enrichment experiences, to promote good interpersonal relations and feelings of acceptance and security for all school personnel—students and staff.

Local associations which have negotiated the right to be involved in curriculum planning might recommend new courses in human relations or racial history. In-service courses in cultural enrichment or sensitivity training might also be negotiated.

With the help of the IEA human relations committee, a local association would do well to plan a special human relations workshop during the summer preceding desegregation. Outside experts could lead sessions for teachers and administrators on such topics as understandings needed in integrated education, common prejudices of both whites and blacks, sensitivity to interpersonal relations, and race and intelligence.

Fair and impartial discipline policies for all students, as well as enlightened policies for airing student grievances, should be insisted upon



by the staff. School officials should provide, according to the guidelines, "constant accessibility of top-level officials (especially principals) to students, teachers, and parents for both disciplinary action and airing of grievances." Local negotiators should keep all of these things in mind when considering new PN agreements.

#### **A Challenge and an Opportunity**

The local education association as well as the citizens committee have important roles to play in the entire school community to see that desegregation plans proceed smoothly. Teachers must see desegregation "as an educational challenge with implications for their own traditional classroom approaches" and as a "step toward individualization for many children," and should sell the plan to the community on that basis. Both the community and the school staff should be made aware of desegregation as a valuable opportunity for improved human relations throughout the community, and complete commitment to this ideal should guide individual and group actions.

Cooperation between the local association human relations committee and civic groups and a community human relations council, if one exists, can be very beneficial.

A districtwide open house early in the fall can provide students and faculty members with an action-oriented opportunity to work together. It also provides the community with a close-up look at what is happening in the schools and to the students. Teachers should be particularly careful to present the achievements of all children in a manner that does not reflect poorly on

the minority-group students. The open house should be planned and executed so as to provide parents, students, and teachers from minority groups with a warm human relations experience.

Parents, staff, and community need to be kept informed at all stages of implementation of the plan. The local association can be a key factor in communication.

Once a school district has been desegregated, it must remain desegregated. This requires constant and continual evaluation to ensure that if population trends and housing patterns demand it, future alterations are made. Once physical implementation is accomplished, educational implementation continues as an ongoing process. The local association and every teacher must be dedicated watchdogs to see that this is so. ♦

*In the final analysis, meaningful desegregation in Illinois will depend upon several things. The first of these is whether or not the officials of each local school district seriously believe in equal educational opportunity for all students and in the intent of the Bakalis rules.*

*The second, and an extremely important one, is whether or not every teacher is willing to dedicate himself to full implementation of a plan which he has helped to make an effective one for his district through his own efforts and involvement.*

*The third is whether all local education associations in the state are committed to a belief in human rights and in the necessity to see that they become reality.*

*Another is whether communities are willing to create the proper climate to make desegregation possible.*

*The final and overriding thing is whether or not Supt. Michael Bakalis is willing to risk his political future by enforcing his rules to their full extent.*

*Are the rules too flexible to be strictly enforced? Are there loopholes which local districts can use to sidestep the real intent of the order? Will every school district be required to implement fully plans which fulfill the 15-percent rule? What will happen to a district which does not? Will classes within each school be properly integrated according to the 15-percent rule? Will tracking and grouping systems within a school negate the real intent of desegregation?*

*These and other questions will need some tough answers. School boards, citizens committees, superintendents, principals, teachers, students, parents—all segments of every school community throughout the state—will be challenged to see that the answers are forthcoming and that they are the right ones for boys and girls in Illinois.*

*Perhaps the greatest challenge will be to Dr. Bakalis and to the teachers, for in the education profession it has been and will be now the professional educators who are the catalysts for positive educational change.—Ed.*



# Human Relations: where to begin?

By AL RABY

IEA Director of Human Relations

*The human relations committee of the Illinois Education Association is proud to present Al Raby, the new director of human relations. Together, we would like to present to the membership our plans and goals for the implementation of the resolutions adopted by the Representative Assembly. In following editions of ILLINOIS EDUCATION we will be presenting future plans.*

—W. Dwight Knous, Chairman  
Human Relations Committee

I was hired in November as the human relations director for the IEA. Since then, I have traveled throughout the state and have talked to many IEA educators and staff about human relations. This summarizes my current understanding of what a human relations program should be.

In its broadest sense, I see human relations as the art of appreciating realistic group differences and of transforming them from sources of conflict into opportunities for personal and collective growth. Since everyone belongs to some group—and doesn't belong to others—human relations is an art form in which everyone must participate if a society as complex and varied as ours is to survive.

The awareness of real similarities and real differences between groups can come only when groups are in contact with each other. Separation can serve only to reinforce existing stereotypes which reinforce the sense of difference and understate the basis of similarity. The IEA holds within it blacks, whites, Indians, and Spanish-speaking educators. The art of human relations in the IEA is the productive working together of these diverse groups to provide the best education possible for every child.

As I have talked to people since November, I have been continually struck by the universality in the IEA of the commitment to quality education for every child. This is one of many goals of the average citizen, but it is the central objective of the teaching profession. In fact, teachers view this not only as a desirable goal but as a professional responsibility. The task of a human relations program is to turn this fundamental commitment into a specific program which can be implemented. It must take the abstract goal and make it concrete; it must make the professional responsibility achievable.

During these past three months, I have also become aware of another insight which is widespread in the IEA—that any program of educational change, particularly as it deals with the education of minority children, must

involve educators in the communities they serve. The isolation of teachers from community, which is all too frequent today, must be broken down. The basis for a productive relationship between teachers and community is the central commitment to the quality education of every child. Community desires it and will support genuine efforts to achieve it. But community can not itself provide high-quality education. That can be provided only by professionals who, from years of training and experience, have the tools to implement the goal and for whom this is the major value commitment.

A program in human relations must make this interdependence between community and educators evident—both to community and to teachers. Community people must come to recognize and appreciate the expertise which only educators can bring to the educational process. Educators must recognize and appreciate that only

*(Continued on page 122)*



Mr. Raby



# HUMAN RELATIONS

## *Philosophy, Purpose, and Goals For Education Associations in Illinois*

Education associations have a moral, ethical, as well as professional responsibility to establish action programs to improve human relations. The attitudinal posture in this regard must be based on deep and real concern about the quality of the relationships between individuals, between groups, and between individuals and groups. More than any other social agency in our society, education associations must help all citizens understand that human relations do not involve only black/white or race relations. The objective of human relations is to bring about a productive harmony, based on respect, which provides optimal advantages and opportunity for participation for all groups (racial, sexual, economic, cultural, age, etc.) and individuals in our diverse, multi-cultural society. The primary focus of human relations programs must be to improve all interpersonal relationships which affect the learning of children. Any relationship between or among people which influences what should be a humane classroom environment falls within the purview of the human relations program.

Every education association should have within its organizational structure a unit or agency whose responsibility it is to concentrate on the broad arena of human relations, and human civil rights. This unit must provide leadership for that association's social change efforts. At this point in history, research and other evidence indicates that an inordinate number of young people are not obtaining the kind of education which results in sensitive, capable, thinking human beings. The association would be derelict in its duty, and abdicate its responsibility to education, if it does not become meaningfully involved in bringing about those changes which we know are absolutely essential. The education associations should focus on integrating human relations efforts into the total association program. More specifically, the human relations program should be an integral part of the professional and instructional improvement efforts.

The education associations must act now. They must redesign their priorities so that their financial and human resources are allocated in such a way as to create and disseminate innovative methodologies for bringing about needed changes. Education associations must continue to advocate and work for a totally integrated educational system nationally: integration based on the concept of cultural pluralism and the joint participation as equals. In this way, integration efforts are launched from the notion of a respect for differences rather than a desire for amalgamation. Education associations must be about the business of helping school systems design the kinds of cross-cultural, multi-ethnic, multi-racial experiences which will produce mutual understanding and respect among children of different races and cultural backgrounds. This is an essential element of an education for a productive and happy life in a complex, changing society.

*—Adopted by Board of Directors, Illinois Education Association, Nov. 13, 1971, as statement of policy.*



# ~~See Dick and Jane~~ *Sam the Lion*

—IEA photos by Brad Ritter

*In a special demonstration project in Springfield, kindergartners are learning to read.*

By **BRAD RITTER**

IEA Assistant Director of Publications

**S**AM THE LION, Mat the Rat, and Ben the Ant are trying to shove out Dick, Jane, and Spot. And these new culture-free heroes of the preprimer set are showing up in kindergarten, getting a one-year jump on their white, middle-class compatriots of beginning reading.

Sam and his friends are the stars of the First-Year Communication Skills Program, which the Southwest Regional Laboratory in Los Angeles last month turned over to successful bidder Ginn and Co. for marketing after having tested it on more than 100,000 kindergarten students.

FYCSP (a longer way of saying BR, or Beginning Reading) is in its second year in Springfield School District 186, one of five school districts throughout the country selected to operate a federally funded "demonstration center" where the program is on display for all who wish to see how it works.

A visitor's first problem is to sift through a packet of materials and get past the traditional educational jargon and terminology, which the program certainly doesn't lack—for instance, testing is referred to as the Quality Assessment System, the Instructional Concepts Program (pre-beginning reading) and FYCSP (beginning reading) make up the Instructional System, etc., etc.

The visitor's first conclusion might be that the program is a hopped-up version of the same old "Dick and Jane." Vivian Najim, assistant director of the federally funded Information Resources Center (that's "demonstration center") is inclined to agree.

So what's new or different about the project? According to Miss Najim, this:

- It's for kindergarten pupils.
- It's considerably more sophisticated and



highly organized, with detailed instructional guides for teachers. A teacher can be trained in a half-day session.

- The stories are more interesting and have better plots.

- The characters in the stories are all animals and therefore free of the cultural and racial connotations attached to Dick and Jane.

The most important thing, in Miss Najim's view, is that kindergarten students are learning to read.

If every aspect of the program is strictly adhered to as written, children are supposed to, in one school year, learn 100 words, 23 word elements to help them in their "word attack" (that's "sounding out") skills, and the names of all 26 letters. The program represents an attempt at combining look-see and phonics. Some children do learn it all, though obviously not all. Still, the results appear to be satisfying.

Parents seem to be overwhelmingly in favor of the program. At one of three schools where the Parent-Assisted Learning Program (PAL) is being tried—a parent is given materials and instructions to give his child a 10- or 15-minute lesson that reviews what is covered in class—92 percent of the kindergarten students' parents are participating.

A parent survey yielded such comments as these:

"This is the best thing in the world for children just starting out in school. To be able to read at age five is marvelous."

"I am glad my daughter got into this program. She learned so much since January that it is unbelievable."

"It instilled a great love of reading in my child."

"We are delighted with the reading program and with the books that are brought home. My daughter loves to read her books when we are reading."

And:

"I feel, in a way, the children are pushed too soon."

While that final comment is representative of only about a half-dozen replies out of more than 100, it brings up an overriding concern of both teachers and parents about the reading program.

"We emphasize very strongly," said Miss Najim, "the need to avoid pressuring these youngsters."

The attempt to avoid just that inevitably comes up in conversations with teachers who are implementing the program, too. While teachers are left to use the materials as they see fit, all seem to be seriously attempting to make reading fun.

Miss Najim reported that most of the teachers spend from 10 to 15 minutes a day on reading, whether it is taught in small groups or to the class as a whole. "We want to make sure that the kindergarten program remains balanced with play, art, music, and so on."

HIS ATTENTION SPAN may be short owing to his age, but this kindergartner's concentration certainly doesn't lack intensity. Teachers have found 10 to 15 minutes to be the best length of time for reading lessons at the kindergarten level.





She added that most teachers have found it wise to start the program in late September or early October to give the children a chance to adjust to a classroom situation before starting the reading program.

How do teachers feel about FYCSP? They seem to be in favor of it. The program this year is being used in kindergarten classes at 21 out of 31 elementary schools, having been offered on an optional basis.

Beth Tune, a kindergarten teacher at Staley School, said she was "hesitant" about the program when she took it on last year, but now is a strong proponent. She said the program is designed to allow children to proceed at their own individual pace and added that she doesn't believe the children have any concern over whether they are in a group that is ahead of or behind another.

Mrs. Tune has four boys in her class who are not yet participating in the reading program. "They have their own group and their own books and activities. It doesn't bother them at all," she contended.

But asked about the children's awareness of being in different ability groups, Betty Vance of Butler School answered, "You can't fool kids."

The differences don't end there. Mrs. Vance doesn't feel the program requires more or harder work on her part. Mrs. Tune, though having no complaints at all, feels it does.

And the differences in the two teachers' classes clearly show the program doesn't work miracles. Butler School is a more affluent area of Springfield and the kindergartners there are generally going faster than those at Staley. Mrs. Vance's class has no students who are not yet participating in the program.

However, both teachers claim their students

are having "fun" learning to read and that, for the vast majority of children, age five is none too early to begin.

Nevertheless, there are several things worth consideration by educators contemplating the use of this or a similar program.

It should have adequate follow-through. In District 186, a reading program for grades one through six is being developed, complete with "behavioral objectives" that make it consistent with FYCSP. District 186, it should be noted, is using part of a special \$400,000 state grant to do this.

While coordination between kindergarten and first-grade teachers is being worked on and improved, so far the cooperation has been somewhat informal and unstructured.

It also seems worth-while to take a serious look at the fundamental issue of the program's "culture-free" content.

Dick and Jane are realistic only to white middle-class youngsters who are members of absolutely trouble-free families who own dogs.

While Ben the Ant and Sam the Lion are not damaging to black and disadvantaged youngsters, as many claim Dick and Jane are, they are not realistic to anyone. The animals are entertaining, but also are fantasy. Should we be content just to provide youngsters with fundamental reading skills or should real life be part of their introduction to the world of the printed word?

Is it enough to be "culture-free" or should the theme be racial harmony? And if the answer is "yes" to that question, can that be done with any connection to "real life?" ♦

Anyone wishing further information on the reading program or wishing to visit "demonstration" sites may contact Vivian Najim at 1900 West Monroe Street, Springfield 62704; telephone 217/525-3025.



THESE kindergarten students are among the eager beginning readers in Betty Vance's class at Butler School in Springfield. Mrs. Vance says the reading program doesn't mean more work for her, though other teachers say it does. However, there are no complaints, since the program is optional, according to officials of the school district.

# INNOVATION IN HIGHER EDUCATION

*Illinois' two new upper-level universities are each dedicated to a unique educational mission—one public affairs, the other urban education—as well as to the primary function of quality teaching.*

By **CHRISTOPHER VLAHOPLUS**

Director of University Relations, Sangamon State University

THROUGH THE UNIQUE ENTERPRISE of the upper-level university, Illinois appears dedicated to the proposition that innovation should be more than academic jargon, that even in these times of fiscal constraint in higher education there is great need to strike out in new directions rather than mark time until better days.

Governors State University in Park Forest began classes this fall to join Sangamon State University in Springfield as the state's first institutions of higher learning which begin instruction at the junior-year level, a concept that is not new but that is catching on in a few places around the country. There are about 15 such colleges and universities in operation in the nation and another 10 in the planning stages.

The Illinois schools offer instruction through the master's degree level and award only the B.A. and M.A. degrees. They are recognized as liberal arts universities and, in the words of a report of the Illinois Board of Higher Education, do not emphasize "basic research and the discovery of new knowledge, functions properly reserved to the present comprehensive state universities." The leadership of the new institutions has taken that to mean that they are dedicated to restoring teaching as the primary function of faculty.

In the recruitment of faculty at Sangamon State University, Pres. Robert C. Spencer has made the commitment to teaching a paramount condition. "If we are to be honest about our effort to reduce the 'publish or perish' syndrome so destructive of academic morale in many univer-

sities," Dr. Spencer says in his initial communication with candidates for faculty positions, "we must be equally careful not to promote a faculty 'star system' based upon reduction of teaching load in exchange for recognition of an individual's performance outside the immediate teaching community."

Faculty members at SSU are also hired on the basis of a commitment to public affairs, which is the institution's hallmark. Administrators and faculty are now considering a contractual requirement that each faculty member beginning the next school year produce a public affairs project—not only because it is consistent with the mission of the university, but also because it will work to focus efforts beyond the teaching responsibility to ones meaningful to the university community as a whole.

Governors State likewise has a particular field of endeavor as charted for it by the Board of Higher Education and the General Assembly: urban studies with an emphasis on education of minorities. Both institutions approach their goals in great measure in interdisciplinary fashion and both take seriously the words of the higher board report which spawned the senior institutions. "This kind of university is seen as a truly pioneering segment of public education, and the mission of the Board of Regents, to which the governor and General Assembly have entrusted it, is one calling for real educational innovation and for thinking in bold, new terms," the report said.

How is this applied on the campus? Sanga-



mon State, the first of the two institutions to open and now in its second full year, offers the best view of what is meant by the much-banded-about term, innovation. A good example is the University Program, which consists of a selection of courses from different disciplines all of which relate to a special problem, issue, or social institution. Central to each University Program is a public affairs colloquium which integrates these courses. The following programs are currently available to students: Communication in a Technological Society; Justice and the Social Order; Work, Culture, Society; Environments and People.

The program of Justice and the Social Order, for example, lists these among the courses necessary to understanding the over-all topic: American Foreign Policy in the 20th Century; Issues in Deviant Behavior; Values in Economics; the Melting Pot, Reconsidered: Afro-Americans; Problems and Cases in American Public Bureaucracy.

Also open to students is what is labeled the Individual Option for those who want to focus on a problem area or integrate an area of study different from the established university programs. The student works with his faculty adviser to prepare a program subject to approval of the university committee on curriculum.

In whatever direction the student chooses to go—the University Program, the Individual Option, or the traditional disciplinary program—he is expected to work closely with his faculty ad-

viser. Advising and counseling are considered an integral part of the faculty's teaching responsibilities.

An applied study quarter is a vital ingredient of the student's university life. Unlike many work-study programs on campuses, the applied study program at SSU is a full-time, full-quarter's program dedicated to learning in an off-campus environment, in business, government, community service, or other endeavors. The faculty adviser and the work supervisor closely coordinate and evaluate the applied study assignment.

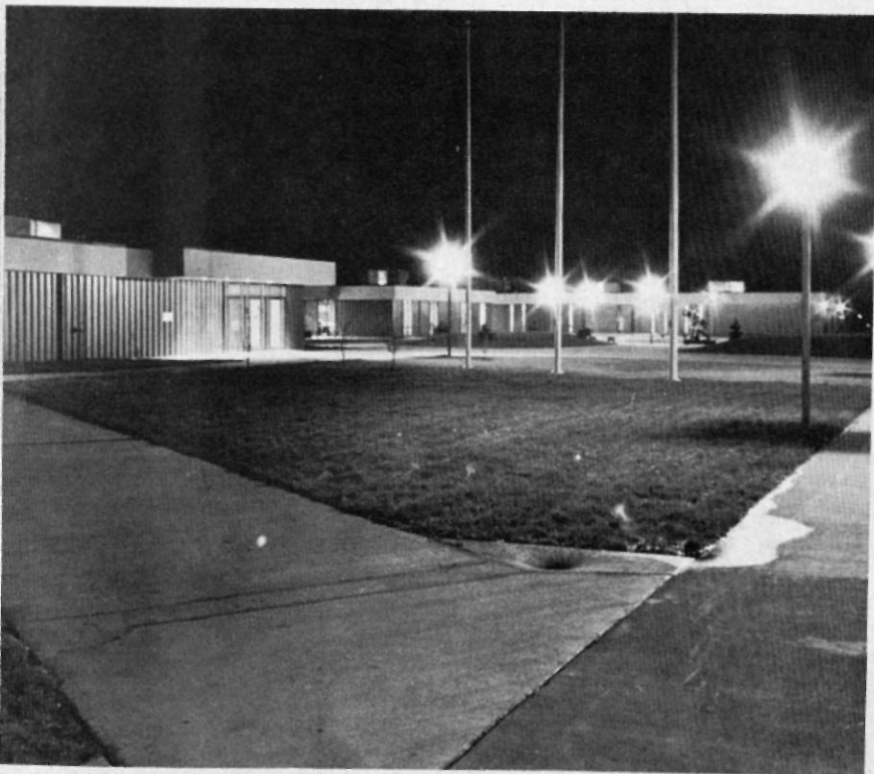
Literary competence is stressed at Sangamon State. Each candidate for a B.A. degree must obtain an endorsement of his communication skills from three faculty members; one must be from the student's area of concentration and a second must have experienced the student's work in a public affairs colloquium.

All students have the option in the evaluation of their work of having it noted that they successfully completed a course or of getting grades A, B, or C. Regardless of the grading system chosen, students are provided by each of their instructors with written evaluations of their work within a week after the end of the quarter. This extra requirement of the faculty is intended to ensure the student the attention and counseling he needs to truly evaluate his skills and progress.

Each candidate for the B.A. degree must submit a report to his faculty adviser consisting of five essays in which the student discusses the philosophy behind his choice of courses in his area of concentration, the public affairs attention of his work, the applicability of his applied study, his reasons for choosing electives, and the value of his extra-curricular activities.

Whatever the concentration of the student, public affairs is the thread that runs through whatever program in which he finds himself. What does public affairs mean at Sangamon State? It is obviously, from its location in the state capital, a means of providing trained people for the government of the state of Illinois, and to this end the university dedicates much of its resources. Many people in public life have been employed as part-time lecturers and resource personnel, including the state superintendent of public instruction, Michael J. Bakalis, who taught a course in the fall quarter. Faculty and administrative officers work closely with agencies throughout the government. A great many students are taking the applied programs in governmental offices. For the future, the university will assume the legislative internship program long operated by the University of Illinois; and other programs are surfacing continually that have direct application to government in Illinois.

However, President Spencer aptly points out that public affairs goes beyond solely training people in the organization and manipulation of bureaucracies and technologies. If that were the only mission, Sangamon State University would



CLASSES OPENED at Sangamon State University for the first time in September, 1970, in interim modular-type construction. Groundbreaking for the university's first permanent building, the library, is scheduled this year.





PUBLIC AFFAIRS oriented courses at Sangamon State are often enriched by the expertise of public officials, such as this Mood of Black America class to which former Springfield Mayor Nelson Howarth, seated at table, left, is being introduced. Mr. Howarth has also lectured as a part-time faculty member on municipal law and administration.

be an institute and not a university. But a university it is, and public affairs is seen in its broadest sense as rooted in humane learning and involvement in the affairs of society.

Governors State approaches its mission in much the same direction. It has four comprehensive and multi-disciplinary colleges: College of Environmental and Applied Science, College of Cultural Studies, College of Human Learning and Development, and College of Commercial and Public Service. It offers individual program considerations and stresses applied studies. In one of the great metropolitan areas of the world, Governors State University is ideally situated to deal with the complexities of life developed as a result of the rapid growth of knowledge and technology.

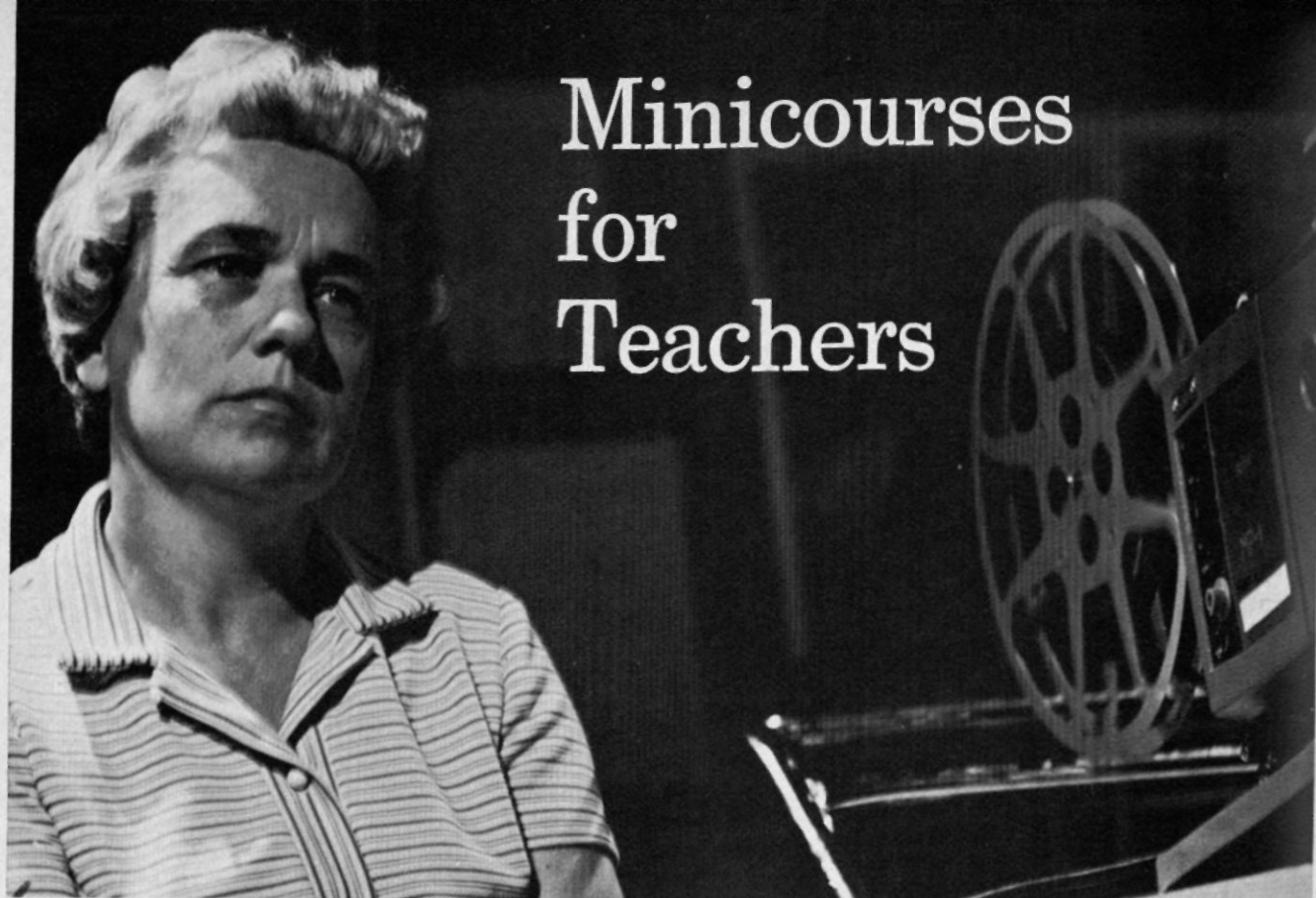
In its budget considerations in preparation for this session of the Illinois General Assembly, the Board of Higher Education continues to give high priority to the two upper-level universities and the community college system which they serve as a capstone. The question is often asked: why an upper-level institution, why not a traditional four-year campus? The Board of Higher Education in the middle of the past decade determined that small commuter institutions which could provide low-cost education were needed to meet the enrollment demands, particularly of the mushrooming junior-college system. Both Sangamon State and Governors State are expected to

provide degree opportunities for junior-college students who seek to go beyond that level of education.

James B. Holderman, executive director of the higher board, also says this about senior institutions: "They offer interesting and unique opportunities because they can deal in depth with upperclassmen, zero in intellectually on older students, provide this kind of focus in a much better way because at four-year institutions much of the resources of staff and faculty are expended at the lower spectrum. Also because these institutions are smaller, they can provide more individualized attention for students."

Both Sangamon State and Governors State began with about 800 full- and part-time students in the first year; and now in its second year, SSU has an enrollment of 1600. The institutions are programed to reach about 6000 students by 1975.

Higher education is facing many crises in this era. To build a university is an extraordinary task at any time. To build a university at this time in history when higher education is undergoing great questioning is a greater task still. That these two institutions are thriving and making significant contributions is a testament to their leadership and, more important, to the viability of higher education to meet the need for new delivery systems, for change, for experimentation. ♦



—Photos from Far West Laboratory for Educational Research and Development

# Minicourses for Teachers

By **BARBARA DUNNING** and **LOUISE E. DIETERLE**

Live "models" are now demonstrating teaching techniques for Illinois educators. A special one-year project is providing minicourses for many teachers, administrators, and trainers of teachers throughout the Midwest. Even greater numbers of educators will be able to watch minicourses in action.

This in-service or pre-service training program has been rigorously tested by the Far West Laboratory for Educational Research and Development before release for production and national distribution. The Chicago public schools have been involved in some of the field tests. Chicago District Supt. Angeline Caruso, who had a role in the testing, indicated that the minicourse is the most effective form of in-service training she has ever used.

Five minicourses are in operation this year in Illinois. Demonstration sites are located in Chicago (Cather School—312/638-6823, and Lowell School—312/278-6527), Glen Ellyn (Hawthorne School—312/469-1349), and Palatine (Churchill School—312/358-9246). By phoning or writing any of these sites, teachers can arrange a visit. Someone is available at each place to answer questions and provide descriptive materials. Information is also available from the Far West Laboratory's Product Services Division, Hotel Claremont, One Garden Circle, Berkeley, Calif. 94705. ♦

Dr. Dunning is director of minicourse utilization, Far West Laboratory for Educational Research and Development, Berkeley, Calif. Dr. Dieterle is coordinator of minicourse demonstration sites, Illinois State University, Normal.



TEACHER WATCHES model teachers on color film, top photo, as they demonstrate a few basic skills. Next she plans a brief lesson, photo above, to be used with a small group of her own pupils. Each completely self-contained minicourse includes a full set of color films (both instructional and model); a coordinator handbook; teacher handbooks; and follow-up activities which assure that the skills, once learned, will be used and retained in the teacher's repertoire.



NEXT the teacher microteaches, using the school's videotape equipment, to practice the skills she has just seen demonstrated on film. The teacher does her microteaching during released time.



AFTER THE PUPILS return to class, the teacher views the videotape replay of her practice lesson and then replans the lesson. No supervisor or professor sees her practice sessions or her taped lessons; she can erase each taped session as soon as she has evaluated her own performance, making the minicourse private and nonthreatening. When comparing herself to the model teachers, a teacher sees herself as others see her. Through the videotape feedback, the teacher also gains incidental learning which will improve her interactions with pupils and colleagues. The minicourse self-improvement program is equally valuable for probationary teachers, interns, teacher aides, and para-professionals, as well as experienced teachers.

THE FOLLOWING DAY the teacher re-teaches the lesson in the microteaching room with a different group of pupils, and again views the playback of her videotape. Four or five such instructional sequences make up a minicourse. Teachers learn easily and permanently because most of the training time consists of practice.



## WHERE TO BEGIN?

(Continued from page 112)

these communities can provide the resources necessary to perform their job. Each group has its role which can be performed only in cooperation with the other; and that cooperation will come about only when each is convinced that the other shares the same basic commitment to quality education for every child.

This is a very broad conception of human relations in the IEA, one which will not be successfully implemented in a month, or a year. It will take our efforts for several years. The question to which we must address ourselves is: Where do we begin?

The IEA is an organization of educators. It seems to me that its strategy for change in human relations must take this central fact as its starting point. The human relations program for 1972 in its first phase will concern itself initially and primarily with the relationships between black, white, Spanish-speaking, and Indian teachers. It will structure experiences for teachers of different racial and ethnic backgrounds which will give each group greater insight about the other. These peer relationships will then provide the basis for new and more effective relationships between the educator and his students and between the educator and his community. These encounters will be the starting point.

Weekend seminars on human relations will be held for educators from districts in which there are the greatest possibilities for conflict and for creative change in human

relations. The seminars will be held in a residential setting and will draw together teachers of diverse backgrounds from several districts. Groups will meet three times during the year and will deal with their own attitudes on race and other issues and with the situations which they face in their home districts. These workshop participants will then provide the leadership corps for human relations programs in their schools and districts.

Phase II of the human relations program will turn this increased sensitivity and awareness to human relations into specific programs in classrooms and in communities. A curriculum center will be initiated which will have the task of collecting, developing, and disseminating all materials and techniques which would assist teachers in their professional role as educators. Its mandate, most broadly conceived, will be to promote quality in-classroom education of every child.

The second phase of the 1972-73 program will also develop methods of fostering and expanding the appreciation of the reciprocity of educators and their communities. It will seek out situations in which the underlying common commitment to quality education for every child can be turned into specific action projects. Through these programs, educators and community will work out ongoing and productive alliances.

Eventually I hope that the human relations program of the IEA will reach every member of the IEA and help to further our goal of quality education for every child in hundreds of neighborhoods throughout the state of Illinois. ♦

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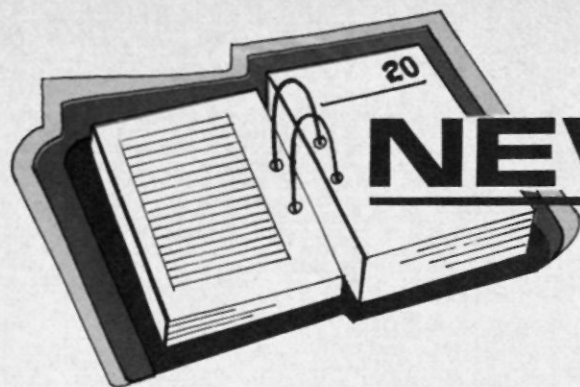
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# NEWS IN EDUCATION

-----dates and places

## Visual Communication Is Theme of Conference

A major national meeting for teachers, administrators, television producers, speech pathologists, film-makers, publishers, and many others interested in the art and skill of seeing will be held in Cincinnati March 2 to 5 at Cincinnati's Netherland-Hilton Hotel. "The National Conference on Visual Literacy" is a national multi-disciplinary forum for the study of visual communication.

Seven major program strands will include nearly 100 separate programs, presentations, films, and other visual "happenings," ranging from a "hands-on" camera tour for participants led by a professional photographer, to a highly sophisticated simulation on visual literacy design and research led by research experts. The conference will also feature student displays and film showings; professional exhibits; a national deaf theater company; and "Sesame Street's" executive producer, David D. Connell. Nearly 1000 English teachers will examine the "New Literacy" at a pre-conference program on March 2, led by the Division of English Language Arts, the National Council of Teachers of English, and Indiana University.

Special programs will feature practitioners in linguistics, semantics, migrant education, instructional technology-educational media, English education, speech correction, social studies, and art education in programs geared for teachers on all levels, pre-school to graduate school. Specific programs on federal funding, statewide visual literacy projects, and dissemination will also be offered.

Conference registration is \$10. For registration-program information write to Roger B. Fransecky, Director, University Media Services Center, Room 410 Zimmer Hall, University of Cincinnati, Cincinnati, Ohio 45221.

## Elementary Principals Meeting To Focus on 'The Child'

The National Association of Elementary School Principals will hold its annual convention in Miami Beach, Fla., April 8 to 13. The theme, "The Child," will provide the focus for the general session speakers. Ashley Montagu will address the Saturday session on "The Child: The Most Endangered Species." Other speakers and their topics include Urie Bronfenbrenner,

"Childhood: The Roots of Alienation"; Leon Lessinger, "The Child and Accountability"; Wilson C. Riles, "The Child and the Local Community"; and John Goodlad, "The Child and His School."

There will also be 20 presentations of Ideas-Into-Action, 8 small assemblies, 10 presentations of The Principal Speaks, visits to schools, and educational exhibits.

Registration for members is \$20, or \$17 before March 10, and \$45 to nonmembers. For further information, write to the National Association of Elementary School Principals, 1201 16th Street NW, Washington, D.C. 20036.

## Elementary Counselors Conference To Be March 25

The first national elementary school counselors conference, sponsored by the American School Counselors Association and Governors State University, will be held Saturday, March 25, in Park Forest South Hickory Elementary School. The conference, free to the public as well as professional counselors, will focus on practical skills for the elementary school counselor.

Conference participants will choose one area to spend the day with four or five professionals demonstrating their specialties. GSU professionals will be Judith A. and Michael D. Lewis and G. Edward Stormer.

A workshop format will cover seven areas: "Parent and Family Work," "Teachers and the Classroom," "Change Agency and the System," "Group Process," "Behavior Change," "Educational and Social Revolution," and "Special."

## National Library Week Set for April 16 to 22

"Reading Makes the World Go 'Round" and "You've Got a Right to Read" are dual themes of the 15th National Library Week program to be observed April 16 to 22. The week is the annual focus for continuing voluntary efforts by librarians, authors, teachers, scholars, and readers to encourage lifetime reading habits and promote the wider use and fuller development of all types of libraries.

The themes reinforce NLW's efforts to strengthen the role of reading and libraries in meeting urgent national priorities—the Right-to-Read effort, early childhood education, and equal educational opportu-

nities for the disadvantaged. They will be featured in promotion materials relating to the UNESCO-sponsored International Book Year, 1972. The IBY theme, "Books for All," and a special IBY poster, "Books Bring People Together," will be used to highlight the value of books and reading in achieving greater intercultural and interethnic understanding. NLW Headquarters has available a descriptive brochure of promotion materials, including prices and order blank.

The program is sponsored by the National Book Committee, Inc., in cooperation with the American Library Association. Queries should be addressed to National Library Week at One Park Avenue, New York City 10016.

## ACEI Study Conference In Denver April 2 to 7

Denver, Colo., will be the site of the Association for Childhood Education International's Study Conference from April 2 to 7, devoted to the theme, "Beyond the Horizon: Quest for Meaning." In general sessions, educators, a commentator, a philosopher, and a generalist will speak to the theme and other topics: "The Child in Home, School, Society" and "Neighbors Unlimited."

Special features include action labs, where involvement is the order of the day; educational explorations, correlated with the action labs; demonstrations and exhibits from the Colorado public schools; "Take Home a New Idea" groups; special-interest groups; sunrise service at Red Rocks; and choice of an evening with an artist, an author, or a musician.

For further information, write to Association for Childhood Education International, 3615 Wisconsin Avenue NW, Washington, D.C. 20016.

## Technology Conference Planned for March 20 to 23

The second annual National Educational Technology Conference will be held March 20 to 23 at the Hotel Americana in New York City. Registration will be March 19. It is sponsored by Educational Technology Publications.

The conference will feature some 100 small-group workshop sessions. Total registrations will be limited to 1000 participants, to assure that all attendees receive



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Among topics to be included are general methods of individualizing instruction, learning modules and packages, cybernetic instructional systems, computers and education, television, behavioral objectives, and many others.

Registration is \$85. Write: Conference, Educational Technology Publications, 140

Sylvan Avenue, Englewood Cliffs, N.J. 07632.

### -----who's in the news

#### Derge Becomes President Of SIU at Carbondale

David Richard Derge, executive vice-president and dean for administration at Indiana University, became president of Southern Illinois University at Carbondale on Feb. 1. On two occasions he has served as acting president at Indiana. He succeeds Robert G. Layer, who had agreed to serve only until a permanent appointment was made.

A teacher at the University of Washington, Northwestern University, and the

University of Missouri before joining the government faculty at Indiana in 1956, Dr. Derge subsequently was associate dean of the graduate school, associate dean of faculties, and professor of political science. He has been the recipient of the Ulysses G. Weatherly Award for Distinguished Teaching and the Sigma Delta Chi "Brown Derby" Teaching Award, both at Indiana U.

Dr. Derge is a member of the US Advisory Commission on International Education and Cultural Affairs; a consultant on higher education and international education in the Department of Health, Education, and Welfare; and since 1970 has been a White House consultant on special projects. During the past five years, he has travelled to 28 countries while engaged in research activities. He has served on the board of directors of the Midwest Universities Consortium for International Activities, Inc., and as a representative to the Inter-University Consortium for Political Research.

Dr. Derge has degrees from the University of Missouri and Northwestern University where he received his doctorate in political science in 1955. He had additional graduate work at the University of Washington and had post-doctoral work at the University of Michigan.

### -----campus news

#### SIU Faculty Helping Cairo Assess School Program

Southern Illinois University faculty personnel are serving as consultants to the Cairo school district in connection with a federally funded ESEA project. Major goal is to involve the faculties, students, and townspeople of the Cairo community in an evaluation of the educational program available to its children and youth, and to seek improvement.

The comprehensive curriculum survey phase, scheduled to precede or run concurrently with the larger over-all project, is directed by Melvin O. Alston, professor of education at SIU at Carbondale, assisted by the College of Education faculty and student personnel.

Each project committee, including the steering committee, includes parents, students, and lay citizens, in addition to local school personnel.

#### Task Force On Women's Rights Established At Illinois State

A task force of seven women and two men has been named by Illinois State University Pres. David K. Berlo to help assure equal education and employment rights for women on the ISU campus. Chairman is Patricia Chesebro, associate professor of psychology.

Other members of the task force are Kay Clifton, assistant professor of sociology; Lucille Smith, financial aids; Connie Haig, a junior from Morton; Marilyn Judd, a graduate student from Urbana; Margaret Eckhardt and Ferne Roseman, both in the business office; Neal Miller, assistant professor of business law; and Robert Smith, assistant professor of music.

The task force is in line with Executive Order 11246 implemented by the US De-

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partment of Labor, which requires that an affirmative action program be established by any agency, group, or institution receiving federal grants or awards in order to provide equal employment opportunity irrespective of sex or minority status.

Duties of the task force will also include an analysis of university operations with respect to admission, curriculum opportunities, placement services, housing, classroom treatment, counseling, and scholarship availability for women students.

It will also examine matters relating to employment of women faculty and civil service staff; recommend policies, procedures, and services to enhance opportunities for women; suggest goals and guidelines for an affirmative action program and recommend a permanent and continuing agency for implementing and monitoring such a program.

### WIU Study Center Opens At Augustana

Western Illinois University has established a service office at the Quad-Cities Graduate Study Center on the Augustana campus in Rock Island.

The WIU team of educators has five main objectives: to provide graduate courses and programs; an advising and registration center; supervision of student teachers in that area; in-service education for teachers and administrators; and recruitment functions for graduate courses and programs.

Members of the team are Victor J. Rich, Rock Island, team leader; Arthur Yonke, Rock Island; and Loren Houtman, Coal Valley. In addition to working in the center, each will be involved in student-teaching supervision and in teaching graduate courses.

### -----scholarships, fellowships

#### Fellowships in Arts Offered to Cuban Artists

Eight Cintas Fellowships will be offered in 1972 to young creative artists of Cuban citizenship or lineage in the fields of painting, sculpture, architecture, music, and literature. The fellowships, carrying a stipend of \$3000 each for a 12-months period, are sponsored by Cintas Foundation, Inc., established by funds from the estate of the late Oscar B. Cintas, former Cuban ambassador to the United States and prominent industrialist and art collector. The fellowships are administered by the Institute of International Education and generally are not awarded more than once to the same person.

Recipients are, in general, free to pursue their arts activities as they desire, either in the United States or in other countries approved by the Foundation. Students wishing to pursue academic programs are not eligible for awards nor are performing artists as opposed to creative artists. Applicants must give evidence of their creative abilities.

Applications, which must be filed by April 1, 1972, may be obtained from the Secretary, The Cintas Fellowships Program, Institute of International Education, 809 United Nations Plaza, New York 10017.

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-----contests

## Projector Company Sponsors Student Film Maker Contest

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All entries must include both cassette sound (12 minutes or less) and filmstrip (40 picture frames or less). Film advance may be manual or automatic. Contest ends March 1.

For full information and entry forms contact your local Standard dealer or write: Contest, c/o Standard Projector and Equipment Co., 1911 Pickwick Drive, Glenview, Ill. 60025.

## Travel Contest Offers South America for Two

A South American vacation for two will be first prize in the 1972 travel contest sponsored by *Scholastic Teacher* magazine. Full-time teachers in public, private, and parochial schools on both the elementary and secondary levels, as well as librarians, principals, and school administrators, are eligible to win this 12-day tour of Ecuador, Peru, and the Galapagos Islands, via Braniff International Airlines. The contest is open to educators in the United States, its territories and possessions, its dependent schools abroad, and Canada.

Contestants must submit an essay of approximately 100 words explaining how a trip to South America would enrich their teaching capabilities. Entries should be typed and double-spaced on 8½ inch x 11 inch paper. Entries will be judged on the basis of creativity, sincerity, and clarity of thought.

The second, third, and fourth prizes are complete sets of the 1972 *Encyclopaedia Britannica*. Deluxe editions of *The American Heritage Dictionary of the English Language*, from Houghton Mifflin Co., will be the fifth through 12th prizes.

Entries must be postmarked no later than March 10, and sent to Scholastic Teacher Travel Contest, 50 West 44th Street, New York 10036.

## Creative Writing Program For High-School Students Opens

Designed to encourage creativity and language skills in young people, the National Scholastic Creative Writing Awards Program offers cash prizes and certificates of merit to full-time students in grades seven through 12 in the US and its territories, Canada, and US-sponsored schools abroad. Awards in 10 classifications of fiction, nonfiction, poetry, and drama are included in the program, sponsored by Hallmark Cards, Inc.

This year three special awards will be open to students in the Senior Division



(grades 10, 11, 12). A full scholarship to Scholastic International's six weeks study-travel program in Europe will be awarded to the senior-high-school student demonstrating outstanding creativity plus a special sensitivity to the realities of today's world. The Kenneth M. Gould Memorial Award of \$100 will be given to the entrant whose work reflects superior ability in varied forms of creative writing. A \$1000 scholarship will be granted by the A. K. Oliver-Scholastic Charitable Trust to the senior displaying outstanding writing ability and high academic standing.

Rules booklets and entry blanks are available from Scholastic Creative Writing Awards, 50 West 44th Street, New York 10036. Closing date for entries is Feb. 20.

### -----teaching tips

#### Aurora Offers Computer Seminar For High-School Students

Aurora College is continuing through March 11 its Saturday computer programming workshop for area high-school students, which began Feb. 5. Students plan, code, and run individual programs, and earn one hour of academic credit toward a degree. Students may apply the credit toward Aurora College graduation requirements if they enroll at the college after high-school graduation.

The workshop is designed to introduce students to data processing and a problem-oriented programming language. Classes include both lecture and laboratory sessions using a computer. BASIC, Beginner's All-Purpose Instruction Code, is the programming language taught. Depending on interest, the FORTRAN language may be offered in a future workshop. Two com-

puter terminals located on campus are used for programming exercises, and provide access to a Honeywell 265 computer in Detroit, Mich., via telephone hookup. College access to varied computers in numerous locations is made possible through a time-sharing arrangement with other agencies and institutions.

#### History Tours Available To School Groups

Illinois school groups may attend free history talks and tours at the Missouri Historical Society in St. Louis.

Talks for elementary students are on such topics as pioneer life, Indians, life on the Mississippi, the founding of St. Louis, and Missouri personalities. High-school talks include Missouri and the Civil War, the struggle for statehood, music, and a general tour. There are two special talks for Illinois school groups—on Indians of Illinois and pioneer life.

Programs listing the talks have been sent to various schools. Appointments should be made now for spring tours. Teachers interested in attending who have not received a brochure may call 314/727-9265 or write to Education Department, Missouri Historical Society, Jefferson Memorial Building, St. Louis, Mo. 63112.

#### Handbook Has Ideas For International Book Year

A handbook to help in the observance of International Book Year, 1972, has been published by the US Secretariat. *International Book Year, 1972: A Handbook for U.S. Participation* is a 44-page book providing specific information on the US observance, as well as summarizing IBY global objectives and outlining US

IBY organizational structure and the functions of the Secretariat. It provides program ideas for observing International Book Year with a domestic and/or international emphasis.

In order to assist local and state IBY Councils to coordinate meaningful activities for the year's observances, the booklet includes guidelines for program planning. The appendix contains a list of films compiled by the New York Public Library about the book for adults, teen-agers, and children. It also contains a bibliography of materials relating to international book and library programs, lists of book-related and resource organizations, and special documents pertaining to International Book Year.

Copies of the handbook are available for \$1.25 a copy, with quantity discounts.

For further information, contact Christine Jacobson, US Secretariat for International Book Year, 1972, One Park Avenue, New York 10016.

#### New Savings Bonds School Kit Available As Teaching Aid

A new "school kit" for classroom use, as an aid to teaching the values of saving, is available to teachers and administrators. "Instructional Materials for Classroom Use" is the feature of a new school program announced by the US Savings Bonds Division of the Department of the Treasury.

Materials in the kit were developed by the Council for Family Financial Education. Designed for use in grades seven through 12, the kit is appropriate in the areas of social studies, language arts, mathematics, home economics, business education, and other disciplines.

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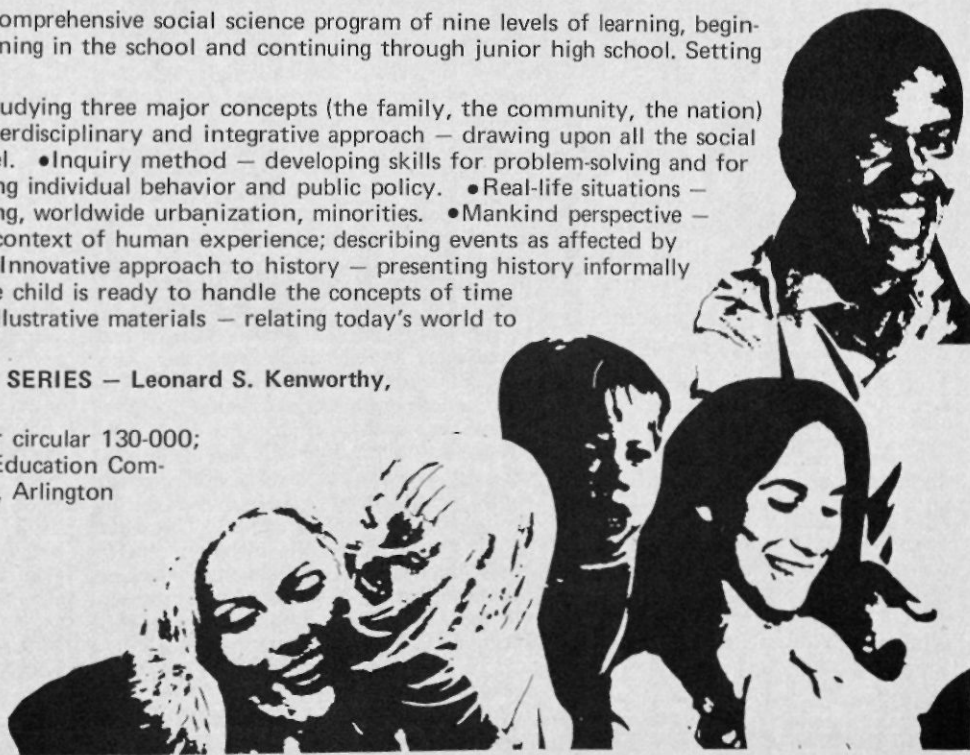
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Teachers interested in acquiring the new "school kit," for use in their instructional programs should contact the State Office for US Savings Bonds, 17 North Dearborn Street, Room 1501, Chicago 60602.

## GSU Mobile 'Laboratory' Helps Prospective Teachers In Environmental Sciences

A mobile laboratory for environmental education has been developed by Governors State University to use in its program for educating elementary school teachers of environmental sciences.

The "laboratory," a converted bookmobile loaned to the College of Environmental and Applied Science by the Illinois State Library, houses a seminar or conference facility adequate for a dozen or more students and electronic gear for videotaping students working with children in elementary schools.

The "laboratory," nicknamed "Moby Dick," can be taken to an elementary school site where it serves as a base of operations while GSU students work with teachers and children in the school.

As prospective teachers work with children, they are videotaped. The GSU students then are able to go to the "laboratory" which is parked outside of the school and view the tape of their work and see an "instant replay" of the action.

According to James Joseph Gallagher, originator of GSU's "laboratory" and professor of science education, prospective teachers can see themselves and correct many of their own mistakes.

Dr. Gallagher said: "The 'laboratory' provides a way for prospective teachers to gain practical experience with children in conjunction with their more formal, theoretical studies. In many programs for educating teachers, theory is provided during the first three years of education at the university and practice occurs separately, at the end. Under this plan, theory and practice are not effectively integrated. As a result, the teacher is unable to apply formal college-level work as effectively as might be possible. Under the plan proposed in the College of Environmental and Applied Science, theory and practice would be integrated at many points during the teacher's formal education. The result should be a teacher who is better able to apply what has been learned. A second benefit is that the material taught prospective teachers will be improved. The prospective teachers will demand it, since they will be in a position to test ideas taught by the professors."

Additional mobile laboratories are being planned by the College of Environ-

mental and Applied Science for use in environmental study and pollution monitoring.

## -----awards and grants

### U. of I. Begins Training For Bio-Medical Librarians

A 13-months program is offered by the Graduate School of Library Science in the University of Illinois at Urbana-Champaign which leads to an M. S. degree and work as a bio-medical librarian. The program is supported by a five-year, \$181,845 grant ending in 1976 awarded by the US Public Health Service and administered by the National Library of Medicine. It allows the Graduate School of Library Science to offer 10 traineeships annually. Prof. F. W. Lancaster, a faculty member of the Graduate School of Library Science, is in charge of the program.

Trainees are paid a stipend of \$2600 plus an allowance of \$542 for each dependent during a course of study which begins in June, 1972, and ends in July, 1973. Tuition and fees are waived.

The curriculum gives a thorough grounding in modern library services and administration, with special attention problems encountered in handling medical literature. Trainees are given practical experience in scientific bibliographic work. Graduates qualify for positions as bio-medical librarians who help medical researchers, teachers, and practitioners deal with the information explosion in their fields.

Applicants must have a bachelor's degree from an accredited institution, a major in a field other than library science, and a grade-point average of at least 3.75 out of a possible 5 for the last 60 hours of academic work completed. They must have completed 12 or more semester hours of course work in the biological sciences.

### Grants Will Support Two Projects on Economic Education

The Sears-Roebuck Foundation has awarded two grants, totaling more than \$187,000, to the Joint Council on Economic Education for special projects. One is a summer fellowship program in economic education for elementary school teachers and the other will assess the treatment of economics in social studies textbooks.

The 1972 Sear-Roebuck Foundation Summer Fellowship Program in Economic Education will allow 125 elementary school teachers to attend workshops that will specifically prepare them for teaching economics.

Workshops included in the program will be from among those conducted by collegiate institutions in cooperation with affiliated councils and co-sponsored by the Joint Council. Each fellowship recipient will be under the guidance of a "mentor" who is distinguished in the field of economic education at the elementary school level.

Teachers will take part in such activities as field trips, simulations, role-playing, and use of audio-visual materials to enhance their understanding and teaching. They will also have access to an economic edu-



cation library and receive various materials for their own classroom use. With consultants, and their colleagues, participants will develop plans and materials for teaching economics to their own students during the following year.

Fellowships will provide recipients with full participation in one of 25 summer workshops in economic education, \$50 per week, one-way travel expenses, a library of student and teacher materials, special consultant services during and after the workshops, and expenses for room and board.

The fellowships will be awarded to those currently teaching in elementary schools or those who have contracted to teach in elementary schools after graduation in 1972. Candidates will be selected on the basis of their teaching level (K-6) and their background in economics, and on the basis of having less than six years' teaching experience or having future assignment in an elementary school.

Applications must be received by March 1, 1972, with winners notified by March 22. Further information and applications are available from the Director, The Sears-Roebuck Foundation Summer Fellowship Program, Joint Council on Economic Education, 1212 Avenue of the Americas, New York 10036.

The Project for Assessment of Treatment of Economics in Social Studies Textual Materials, K-12, is a two-year program to help improve the contribution of social studies textual materials to economic education in elementary and secondary schools.

Assessment of existing social studies texts will be followed by recommendations for improvement. The project will also provide guidance to social studies teachers for evaluating textual materials in terms of their treatment of economics.

The Joint Council will select Centers for Economic Education to carry out the assessments for each of these categories: kindergarten to grade six; grades seven to nine; courses in world and American history; and courses in problems of democracy, sociology, and government. Committees selected by each center will provide a report for one of these categories. The Joint Council will develop and distribute a publication based on the centers' reports and recommendations.

### Newspaper Fund Grants Available to Teachers

Four colleges and 100 teachers will receive Newspaper Fund grants in 1972. High-school, junior-college, and liberal-arts college newspaper advisers and journalism teachers will be selected by the Newspaper Fund, Inc., to attend one of four regional institutes, where they will receive three weeks of training in writing, editing, and production of school newspapers. The 100 teachers participating in this program will also be given guidance on the teaching of journalism courses at their schools.

The summer institutes will be at Ball State University, University of Wisconsin, University of Oklahoma, and California State College in Fullerton.

Participants will be selected through national competitions conducted by the

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-----and so forth

## Problems Commission Schedules Two Public Hearings

The School Problems Commission schedule of public hearings includes two more for February, according to Commission Chairman Gene L. Hoffman. One will be held Feb. 18 at Homewood-Flossmoor High School, and the other at Warren R. Shepherd Junior High School at Ottawa. Meetings will begin promptly at 10 a. m.

Groups wishing to make presentations should contact the Commission a week in advance, at 217 South First Street, Springfield 62704, specifying the hearing place and, if possible, the name of the witness who will appear. Each group should have a single spokesman at any one meeting. Presentations will be made orally, with a 10-minute limitation.

Each witness will present his written report to the recording secretary of the Commission at the close of the oral presentation; 25 copies of the presentation are needed.

## Reading Council Reactivated

The Rock Valley Reading Council, serving Carroll, Jo Davies, and Stephenson counties, was reactivated in November. Membership is open to any person interested in promoting the teaching of reading. Dues are \$2 per year. Mervin W. Feddersen, coordinator of reading at Highland Community College, was named temporary chairman.

The purposes of the organization are to: 1) encourage the study of reading problems at all levels; 2) stimulate and promote research; 3) study factors that influence progress; 4) publish results of significant investigations and practices; 5) assist in the development of more adequate teacher-training programs; 6) act as an intermediate information clearinghouse; 7) disseminate knowledge helpful in the solution of problems; 8) sponsor conferences and meetings; and 9) promote mutual understanding and cooperative work among educators at all educational levels, and in leadership positions.

## Sesame Street Magazine Goes Bilingual in December

A new bilingual magazine for children, with English-Spanish text throughout, made its debut with the December issue of the *Sesame Street Magazine*. Published by Children's Television Workshop, producer of the television series for preschool children, the magazine is designed to reinforce the teachings of the program with entertaining printed material for use by youngsters under the guidance of parents.

Last year a special grant provided funds for a limited edition of the program's magazine in Spanish. This year it was decided to combine both English and Spanish versions into one bilingual edition,

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"We want our readers to feel that the magazine is as much for Spanish-speaking children as for English," said Roberta Davis Miller, publishing manager. "By becoming bilingual, we hope to demonstrate to them that one language is as good as another and help to overcome prejudice against people with a different language."

"But, of course, our prime goal, apart from this social one, is simply to make it easier for Spanish-speaking families to benefit from the magazine. Many reading and learning problems come from a lack of command of English. If a child does not see any word he recognizes, he has no starting point, nor does the parent who is trying to help him."

The new format may also lead to a secondary accomplishment: English-speaking youngsters picking up some Spanish. The magazine staff plans to add some phonetic clues to Spanish word pronunciation in future issues, so that young scholars will at least approximate the proper sounds in their new vocabulary.

Another change is a reduction of all text material to a bare minimum, and an emphasis on big, bright graphics on every page. Newsstand distribution has been arranged to supplement subscription sales, and circulation has soared from 200,000 to 650,000. With this the price has dropped from 50 cents an issue to 35 cents while the annual output has gone from four issues a year to 10.

### Publishing Profits on Book To Aid Project for Drug Addicts

Pocket Books will donate to the Phoenix House Therapeutic Community for drug addicts all publishing profits on the book, *Each Other's Victims* by Milton Travers, published as a \$1.25 paperback on Sept. 1.

*Each Other's Victim* is the true story of a father's experiences when he discovers that his 18-year-old son is hooked on drugs.

*The New York Times* said of the book, "There isn't a cliché anywhere in this gut-honest, enormously moving, first-person account. . . . If you're a parent who wonders what your kid might see in drugs, or if you're a kid with no idea of what a parent's agony is like—read this!"

Leon Shimkin, president of Simon and Schuster, Inc., commenting on the project, said: "Our children are being destroyed and our country undermined by a crisis of drug abuse which we must combat. Each of us can and must help in this war on drugs. Prevention is one step and aid to the addict who seeks rehabilitation is another. We at Pocket Books feel that Phoenix House offers a viable solution."

Phoenix House is a live-in therapeutic community where addicts learn how to beat personality disorders that cause addiction. Federal programs for treating addiction have a success rate of less than 10 percent. Phoenix House has a success rate of 80 percent. In each house about 100 addicts live, eat, and work together under the direction of a trained staff. Most staff members are ex-addicts, and this is one of the reasons behind the success of the program.

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## Audio Visual

### Films

**Stop Destroying America's Past** shows the work of Stuart Struever of Northwestern University and his students as they excavate the remains of prehistoric peoples in southern Illinois before those remains are destroyed by the advance of modern civilization. Residential, industrial, and highway expansion in this area are ruining the rich archaeological sites of the Hopewell and Mississippian cultures that existed there between 100 B. C. and A. D. 400. Procedures involved in the excavations are shown, while stressing the emergency of the situation. 22 minutes. Color, \$295; rental, \$26. Produced by WTTW, Chicago, and Northwestern University for the Public Broadcast Laboratory. Available from Contemporary Films, McGraw-Hill, Dept. AR, 330 West 42nd Street, New York 10036.

**Minority Youth: Adam** presents the feelings of Adam, an American Indian, as he speaks candidly about his cultural heritage and his place in today's society. He feels that there are misconceptions and stereotypes damaging to his people, some of which have been fostered by school textbooks. Adam values the traditions of his people, and much of his culture by spending his summers at a reservation. But in the final analysis, Adam is an American with the wants, abilities, and interests of his Anglo peers. Appropriate for use in social studies, secondary civics, and contemporary American problems classes. 10 minutes. Color. Purchase, \$140; rental, \$8. BFA Educational Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.

### Multimedia

**Project A.M./Today's Foods and Breakfast**, for use with intermediate grades four through six, includes two five-minute filmstrips with records, worksheets with duplicating masters, and a teachers guide. The filmstrips present concepts about the nation's food supply system and the importance of breakfast to daily nutrition, the roles of food scientists and nutritionists in cereal development, and production and distribution of cereals. Active participation of students, use of color photographs, and lively background music encourage classroom involvement. The kit is available without charge to schools to support nutrition education. It should be ordered through the school librarian, audio-visual director, or resource center director. Contact Education Director, Cereal Institute, Inc., 135 South LaSalle Street, Chicago, Ill. 60603.

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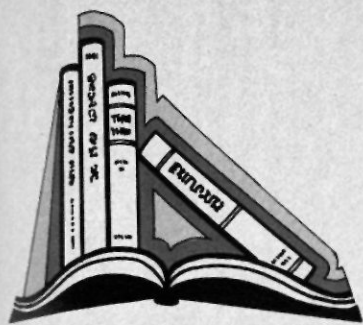
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## Publications

### For Teachers

**How to Cope With Crisis**, Theodore Irwin. Public Affairs Committee, Inc., 381 Park Avenue South, New York 10016. 1971. 28 pages. Paperbound. Price, 25 cents.

The author points out that although everyone reacts differently to personal crises, there are some general patterns. Case illustrations show many different ways of dealing with crises. The author then suggests four steps as ways of triumphing over adversity.

**PPBS (Planning, Programing, Budgeting System) for People Who Don't Understand PPBS**. School Management Institute, Inc., 6800 High Street, Worthington, Ohio 43085. 1971. 24 pages. Paperbound. Illustrated. Price, \$1.75; quantity discounts.

This is a small book designed to do a big job—explain an accountability procedure whose explanation, say school districts, usually requires a great deal of time. Teachers, custodians, secretaries, counselors, and lay citizens must be successfully involved and informed if the procedure is to work. Most explanations of PPBS are complex and filled with technical jargon. This book orients the reader by using as an initial example the desire of an overweight person to lose weight, and then translates this into the PPBS terms of "goals," "objectives," "program," etc.

**The Geranium on the Window Sill Died But Teacher You Went Right On**, Albert Cullum. Harlin Quist, Inc.; distributed by Franklin Watts, Inc., 845 Third Avenue, New York 10022. 1971. 64 pages. Paperbound. Price, \$4.95; library edition, \$4.86.

A lively and unique combination of poetry and art, dedicated by the author to "all of those grownups who, as children, died in the arms of compulsory education." The voices of children as expressed in the various poems portray the feelings of wistfulness, the desire for acceptance and attention, the potential for joy, the sense of frustration that will be recognized by children and will remind adults what it was like to be a child and in school. The illustrations have been created by 28 outstanding artists, and complete the circle of truth. The author's experiences while an elementary teacher provided the material for the book, which may be a shocker to some, but will be dull to none.

**Personal Teaching**, J. T. Dillon. Charles E. Merrill Publishing Co., Columbus, Ohio 43216. 1971. 160 pages. Paperbound. Price, \$2.95.

The author spent his first three years teaching in Illinois parochial schools as a

"tough" traditionalist, earning accolades from his students as "Most Effective Teacher of the Year." Then, he says, "I began to see that what I was doing and the way I was doing it was not the way to help young people grow to be happy and human." So he changed his teaching methods. First, he had his students assign their own grades, only to learn that some of them objected at first to this added responsibility. He then eliminated testing. He gives assignments, but does not require that students do them—so they don't. Students are free to attend class or not, and sometimes only two or three students show up. There is little discipline, and topics are whatever students want to discuss. He says, "I try to treat the students as my friends." The new methods were full of trial and error, failure and success, and fraught with "problems, conflicts, and pain," according to the author.

**The Cultural Context of Learning and Thinking**, Michael Cole, John Gay, Joseph A. Glick, and Donald W. Sharp. Basic Books, Publishers, 404 Park Avenue South, New York 10016. 1971. 336 pages. Illustrated. Clothbound. Price, \$10.

After intensively studying for several years the thinking processes of members of a tribal group in Western Africa, the authors bring a new understanding to the relation between culture and a person's thinking and learning abilities. The Kpelle, a culture drastically different from our middle-class urban culture, offered an interesting comparison. In some tasks they were decidedly inferior, in others clearly superior, to Americans. The authors suggest that a person will be good at doing the things that are important to him and that he has occasion to do often. The implications of this cross-cultural study—the first to combine anthropological, linguistic, and experimental-psychological techniques in the study of cognitive processes—are pertinent to the problems posed by the poor educational performance of America's minority groups, as well as to future research.

### Urban Education

**Resources for Urban Schools: Better Use and Balance**, edited by Sterling M. McMurrin. Committee for Economic Development, 477 Madison Avenue, New York 10022. 1971. 146 pages. Paperbound, \$3.50; hardbound (D. C. Heath and Co.), \$10.

This Supplementary Paper No. 33 is issued by the research and policy committee of CED, intended not to describe our failures in educating the urban disadvantaged but to examine the causes of such a predicament and to point to directions in which we must move. The group of research studies included in the paper indicate that more money alone will not overcome the problems of urban school systems. Steps must also be taken to assure that those schools in greatest need receive the most benefits and that the increased funding provides incentives for such schools to upgrade their performance. Economist Henry Levin proposes that states ensure fair allocations by requiring cities to report school-by-school budgetary allocations. He further points out that funds available to the inner-city schools are wasted in traditional programs which are

inappropriate for the urban disadvantaged. Leon Lessinger supports the view that schools should be held accountable for the learning performance of each student, and suggests the use of performance contracting with private enterprise. Other articles treat the training of teachers, educational facilities, and the educational park concept.

### Vandalism

**Vandalism and Violence: Innovative Strategies Reduce Cost to Schools**. National School Public Relations Association, 1201 16th Street NW, Washington, D. C. 20036. 1971. 56 pages. Paperbound. Price, \$4; quantity rates. Order Stock #411-12794.

This report prepared by the editors of *Education U. S. A.* presents facts to pinpoint the seriousness of the problem of destruction and violence in the schools, which it calls "a national dilemma." Teachers are so uptight about the increase in assaults on teachers, robberies, and homicides that many teacher organizations are writing security clauses into their contracts, the report points out. Vandalism has shifted from window breakage to the more serious crimes of larceny and arson. The National Education Association estimates annual losses at \$200,000,000. The report lists 10 "societal" and six "in-school" causes of disruption, which often lead to destruction; describes the quest for security and roles of security personnel, including volunteer help and police-in-school programs; and outlines the Flint, Mich., community involvement program which has had concrete results.

### Curriculum

**Ability Grouping, Content Validity, and Curriculum Process Analysis**, Urban S. Dahllof. Teachers College Press, Teachers College, Columbia University, New York 10027. 1971. 100 pages. Clothbound. Price, \$7.95.

Previous research regarding the effects of grouping on student achievement are reanalyzed in terms of intervening variables between the independent variable of the grouping system and the dependent variable of achievement level as indicated on general tests. These intervening variables are methods of instruction, content, time for curriculum units, and teacher competence. The findings are summarized in a formal macromodel for the curriculum process.

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# Calendar of events



## FEBRUARY

- 12 and 13—National Council of Administrative Women in Education; Atlantic City, N. J.  
12 to 16—American Association of School Administrators; Convention Hall, Atlan-

- tic City, N. J.  
17 to 19—Illinois Education Association Annual Meeting; Conrad Hilton Hotel, Chicago.  
23 to 26—National Business Education Association; Pick-Congress Hotel, Chicago.  
23 to 26—Association of Teacher Educators; Conrad Hilton Hotel, Chicago.

## MARCH

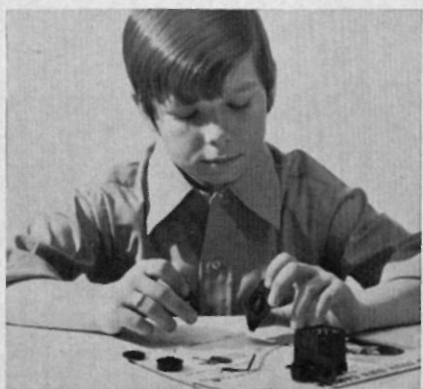
- 5 to 8—Association for Supervision and Curriculum Development; Civic Center, Philadelphia, Penn.  
8 to 12—Music Educators National Conference; Regency and Marriott hotels, Atlanta, Ga.  
9 to 11—American Association for Health, Physical Education, and Recreation, Midwest regional; Indianapolis Hilton Hotel, Indianapolis, Ind.  
10 and 11—Illinois Association of Classroom Teachers; St. Nicholas Hotel, Springfield.  
17 and 18—Illinois Reading Council; Macomb.  
18 to 22—National Association of Secondary School Principals; Convention Center, Anaheim, Calif.

- 19 to 25—Council for Exceptional Children international convention; Washington, D. C.  
22 to 26—National Association of Women Deans and Counselors; Waldorf Astoria Hotel, New York.  
24 to 28—American Association for Health, Physical Education, and Recreation; Civic Center and Rice Hotel, Houston, Tex.  
26 to 28—NEA National Conference on School Finance; Statler Hilton Hotel, New York.  
26 to 30—American Industrial Arts Association; Memorial Auditorium, Dallas, Tex.  
**APRIL**  
7 to 11—National Science Teachers Association; New York.  
8 to 13—National Association of Elementary School Principals; Convention Hall, Miami Beach, Fla.  
16 to 19—National Council of Teachers of Mathematics; Conrad Hilton Hotel, Chicago.  
16 to 21—Association for Educational Communications and Technology; Leamington Hotel, Minneapolis, Minn.



For further information on these materials, write to ILLINOIS EDUCATION and your request will be forwarded to the manufacturer. These listings should not be considered our recommendations; they are descriptions of just a few new products which have been brought to our attention.

**Snapshooter Build-Your-Own-Camera Kit** has been designed to enable youngsters to put a camera together themselves and thus to enhance their understanding of the principles of photography. The camera is made of molded, high-impact polystyrene, and has an F/8, fixed-focus plastic lens and a self-cocking 1/125 second shutter. It utilizes the 126 cartridge as the camera back. The \$3.50 price includes a starter cartridge



of 126 black-and-white film. Special prices are available to schools.

**KeeVu Instant Transparency** is a simple, do-it-yourself transparency which needs no special copying equipment to prepare it for use in overhead projectors. It can be prepared for immediate use by writing or drawing on it with a ballpoint pen or pencil, or by typing on it. The image is black and permanent, and won't smear or smudge. Corrections can be made with the use of KeeVu correction fluid.

**Groupshow Mini** is a miniature rear-projection screen which fits into a brief-



case, and is suitable for individual and small-group use. It folds, and is no bigger or thicker than the average notebook. In use, it is opened like a notebook and aligned with any projector on any table or desk top. There is no need for room darkening, since the unique black HPI screen and a built-in folding hood eliminate room light washout of the image quality. The screen size is 8 in. x 8 in. and it operates with any projector, motion picture, slide, filmstrip, microfilm, or microscope projection devices. It costs \$19.

**X-Stamp** features a self-contained inking system, giving the user at least 100,000 impressions without inking. The ink is nonsmear, nontoxic, instant drying, and waterproof. A sturdy plastic housing with stainless steel spring guard keeps the surface out of contact with papers and desk tops until ready to use. Choice of red, blue, or black ink is available. Name and address or any message can be accepted, up to 21 spaces in capitals or 25 spaces in

combined lettering for each line up to four lines. Cost is \$4.95 plus 25 cents postage and handling.

**Plant Discovery Kit** allows the entire class to experiment with germination and hybridization in unusual botanical adventures. With a little man-made intervention, using a selection of materials provided, students can perform projects to cause curvatures, abscissions, and root growth on stems; grow giant oddities and seedless fruits from familiar plants; speed growth and maturity; promote bloom; break dormancy. The kit includes materials and instructions, plus a 250-page illustrated handbook, *Projects: Botany*, giving background material and more than 80 experiments.

**Mobile Art Center** is designed for art teachers who move from class to class, providing storage of art supplies and materials and convenient distribution. The 22



in. x 38 in. top allows demonstration work space. Three plastic trays with carrier assembly holds drawing, coloring, and other materials. Shelves accommodate paper supplies and equipment. Swing-out doors can be locked. It is of welded steel in two-tone green finish, with swivel casters and nonmarring rubber wheels.



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- KYOTO:** Ride on "Bullet Train", see Nijo Castle, old Imperial Palace, garden of the Gold Pavilion, Heian Shrine
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